DOCUMENT RESUME

ED 143 407 JC 770 431

TITLE	Community and Junior College Research: Texas, 1976-77. The Sixth Annual Report to the Texas Association of Junior College Instructional Administrators.
INSTITUTION	Texas Association of Junior Coll. Instructional Administrators.
PUB DATE	Jun 77
NOTE	102p.; Best copy available
EDRS PRICE	MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS	*Adult Students; Annual Reports; Cable Television; Collective Bargaining; *College Faculty; Community Colleges; *Educational Research; Grading; Inservice Teacher Education; Interaction Process Analysis; *Junior Colleges; Nontraditional Students; *Physically Handicapped; Senior Citizens; *Socioeconomic Influences
IDENTIFIERS	Texas

ABSTRACT

This document contains 13 research abstracts reported by the 1976-77 standing Research Committee to the Texas Association of Junior College Instructional Administrators. Study topics included are: (1) collective bargaining; (2) educational programs for nontraditional students; (3) verbal interaction between instructors and students; (4) an in-service program for faculty; (5) alternate grading systems; (6) adult student satisfaction; (7) cable television instruction; (8) special aid for handicapped learners; (9) a comparison of on-campus and instructional television students; (10) a retention program for low income freshmen; (11) reading achievement of low income freshmen; (12) senior citizen college programs; and (13) faculty status. Brief descriptions of research studies in progress are appended. (RT)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED143407

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Eugene Byrd

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

COMMUNITY AND JUNIOR COLLEGE RESEARCH

TEXAS, 1976-77

THE

SIXTH ANNUAL REPORT

TO

THE TEXAS ASSOCIATION

OF

JUNIOR COLLEGE INSTRUCTIONAL ADMINISTRATORS

BY

THE RESEARCH COMMITTEE

BEST COPY AVAILABLE

June 12-14, 1977

JC 770 431

PREFACE

The Texas Association of Junior College Instructional Administrators was formed at the annual junior college convention in February 1969 and has been an active organization since that time. The membership of the organization is composed of the instructional administrators of the junior colleges of the state.

At the October 1970 meeting of T.A.J.C.I.A., Dr. James Reynolds of the University of Texas at Austin proposed establishment of a standing Research Committee composed of junior college instructional administrators and university professors who conduct or supervise research related to junior college instruction for the purpose of coordinating research needs with research expertise. The committee has met regularly since that date and this report contains abstracts of research into current problems identified by junior college personnel.

Additional reports will be presented at the annual summer meeting of the association in Arlington, June 12-14, 1977.

1976-77 Research Committee

Dr. Gene Atkinson, Professor of Education and Assistant Dean of Faculties
College of Education, University of Houston

Dr. R. Eugene Byrd, Dean of Arts and Sciences
Amarillo College

Dr. Stanton Calvert, Director of Community College Programs
Coordinating Board

Dr. Dewey Davis, Professor
College of Multi-disciplinary Studies
The University of Texas at San Antonio

Dr. Kenneth H. Freeman, Professor Director
Junior College Center for Professional Development
Texas Technological University

Dr. R. B. Golemon, Academic Dean
Ranger Junior College

Levi H. Hall, Dean of Faculty
Texarkana Community College

Dr. Glenn R. Johnson, Professor in Higher Education
The Department of Educational Curriculum & Instruction
Texas A & M University

Dr. Henry McCullough, Dean
Angelina College

Dr. Bob W. Miller, Director of Community College Programs
North Texas State University

Dr. John B. Murphy, Dean of the College
St. Phillips College

Dr. James W. Reynolds, Professor of Curriculum & Instruction
University of Texas at Austin

Dr. Milton L. Smith, Associate Professor & Director of Junior College Programs
Southwest Texas State University

Dr. James W. Tunnell, Associate Professor & Director
Center for Community College Education
East Texas State University

Dr. Jerald Underwood, Dean of the College
Southwest Texas Junior College

Dr. Arthur R. Southerland, Dean of Instructional Administration
Eastfield College
Chairman, Research Committee

1977-78 Research Committee

Dr. Algia Allen
Academic Dean
Bee County College

Dr. Gene Atkinson
Professor of Education
College of Education
University of Houston

Dr. R. Eugene Byrd
Dean of the College of Arts and Sciences
Amarillo College
Chairman, Research Committee

Dr. Stanton Calver
Director of Community College Programs
Coordinatin Board

Dr. Dewey Davis
Professor
College of Multi-disciplinary Studies
The University of Texas at San Antonio

Dr. Kenneth H. Freeman
Professor Director
Junior College Center for
Professional Development
Texas Technological University

Dr. R. B. Golemon
Academic Dean
Ranger Junior College

Levi H. Hall
Dean of Faculty
Texarkana Community College

Dr. Glenn R. Johnson
Professor in Higher Education
The Department of Educational
Curriculum & Instruction
Texas A & M University

Dr. Henry McCullough
Dean
Angelina College

Dr. Bob W. Miller
Director of Community College Programs
North Texas State University

Dr. John B. Murphy
Dean of the College
St. Phillips College

Dr. James W. Reynolds
Professor of Curriculum & Instruction
University of Texas at Austin

Dr. Milton L. Smith
Associate Professor & Director of
Junior College Programs
Southwest Texas State University

Dr. James Tunnell
Associate Professor & Director
Center for Community College Education
East Texas State University

Table of Contents

Preface....ii

Research Committee 1976-77....iii

Research Committee 1977-78....iv

COLLECTIVE BARGAINING IN JUNIOR COLLEGES....1

A CRITICAL ANALYSIS OF SOME ASPECTS OF EDUCATIONAL PROGRAMS FOR NONTRADITIONAL STUDENTS IN SELECTED TEXAS JUNIOR COLLEGES....3

VERBAL INTERACTION WITHIN A SELECTED NUMBER OF UNDERGRADUAGE COLLEGE CLASSROOMS....7

AN IN-SERVICE PROGRAM FOR JUNIOR/COMMUNITY COLLEGE PROFESSORS....17

INVESTIGATION OF ALTERNATE GRADING SYSTEMS IN TEXAS JUNIOR COMMUNITY COLLEGES....22

PERCEIVED SATISFACTION OF COMMUNITY COLLEGE ADULT STUDENTS AS A FUNCTION OF SELECTED VARIABLES....33

CABLE TELEVISION AND HIGHER EDUCATION AT TEXAS TECH UNIVERSITY: A MODEL....35

DESCRIPTION OF A NEW AND UNIQUE JUNIOR COLLEGE PROGRAM WHICH PROVIDES SPECIAL AID FOR HANDICAPPED LEARNERS--THE TEXAS JAYCEE EDUCATION AND TRAINING CENTER OF THE GONZALES WARM SPRINGS FOUNDATION....36

A COMPARISON OF THE CAREER INTEREST, FOCUS OF CONTROL, ATTITUDE, AND ACHIEVEMENT SCORES OF COMMUNITY COLLEGE INTRODUCTION TO BUSINESS "ON-CAMPUS" STUDENTS AND "OPEN-CIRCUIT" INSTRUCTIONAL TELEVISION....50

PROFILE OF A RETENTION PROGRAM FOR LOW INCOME FRESHMEN....54

READING ACHIEVEMENT OF LOW INCOME COLLEGE FRESHMAN AS RELATED TO PERSONALITY CHARACTERISTICS....71

SENIOR CITIZENS PROGRAMS IN TEXAS COMMUNITY COLLEGES: CURRENT STATUS AND FUTURE PROJECTIONS....79

FACULTY STATUS IN THE PUBLIC COMMUNITY AND JUNIOR COLLEGES IN TEXAS....82

RESEARCH GRANT....87

Appendixes

1. ERIC COMPUTERIZED SEARCH REQUEST FORM....90

2. RESEARCH STUDIES IN PROGRESS....93

COLLECTIVE BARGAINI IG IN JUNIOR COLLEGES

Dr. James W. Reynolds, University of Texas at Austin

(Prepared for Presentation to Winter Meeting of TAJCIA, San Antonio, April 2, 1977)

The selection of a pattern for treating with the topic assigned was not an easy task. The major difficulty was encountered in the magnitude of the implications associated with the topic. Perhaps in desperation, it was decided that the presentation would be organized around the broad factors which have influenced the collective bargaining developments which have occurred.

Moreover, difficulties were met in the matter of treating with the junior college more specifically than with higher education in general. There is no doubt in my thinking that there is a decided difference in the nature of junior colleges and comprehensive universities. To deal with the implications of the topic in the context of higher education generally would obscure these differences.

The definition of collective bargaining which I shall use is possibly overly simplified. This defect, if it be a defect, was permitted in order to avoid a long treatise on the technical aspects of labor relations, a field in which I readily admit I have no expertise. The definition I shall use is that collective bargaining consists of negotiations as to wages and matters related to working conditions with employees by representatives of organized groups of workers. Such agreements ensuing become binding to a certain extent on all individuals concerned. Collective bargaining is the central objective of labor unions.

Implicit in this definition, as one considers collective bargaining in junior colleges, is the acceptance of an adversary relationship existing between the instructional staff and the administrative staff. To keep this paper within the time limits suggested, no consideration has been given to the classified personnel componet.

The adversary relationship does not have to be completely evident to both of the parties concerned. It may be, and frequently is, accepted only by some of the members of the instructional staff. Regardless of the breadth of acceptance, the relationship exists mainly in matters of working conditions--salaries, fringe benefits, the scope of responsibility implied by the salary paid, and others.

Three factors are submitted to account for the increased use of collective bargaining in junior colleges. The first of these is the increased size of these educational institutions. "Junior College Directory" published in the January, 1932 issue of Junior College Journal provided figures for which mean enrollments were computed for public junior colleges and for all junior colleges. The mean for the public institution was 337, for all junior colleges, 208. Figures for October 1976 yielded a mean of 3824 for public junior colleges; 3313 for all junior colleges. While time did not permit computing medians for 1932, the medians for 1976 were 2166 for public junior colleges and 1624 for all junior colleges.

If one takes the mean enrollment for public junior colleges for 1932, 337, and compares it with the mean for 1976, 3824, it is readily apparent that the intimacy of relationship of the instructional and administrative staffs, entirely possible in the earlier year, would be infinitely less possible in the latter year. As a communication band is thus broken down, the increased probability for misunderstanding and disagreement leading to adversary relations occurs.

The second factor which probably induced adversary relations between administrators and faculty was the phenomenal increase in student enrollments following the end of World War II. This increase has only leveled off in recent years, and during the period of the increase, junior colleges led all the types of higher educational institutions in the size of the increase.

This factor forced administrators to devote an inordinate amount of time to problems of logistics--getting enough faculty, enough space, enough facilities to accommodate the increasingly larger number of students. The enforced preoccupation with such logistical problems involved a particular type of competence usually associated exclusively with administrators. The performance of these tasks was not an activity with which the faculty could be of much assistance.

This effect of further separation of the interest and concerns of the administrative and of the instructional staff could very well provide a divisive influence leading to misunderstanding, disagreement and adversary relations.

Also, as a matter of conjecture, is a similar devisive effect which may have been produced by the rapid growth of new junior colleges, and the normal "birthpains" associated with bringing these new institutions to some form of maturity. The literature of the junior college movement is replete with references to the comparative youthfulness of this movement. In all of the history of the movement, however, there was never a time when such a statement was truer than at the present. Almost three-fourths of the 1233 existing junior colleges (72 percent) were established since the end of World War II. Of more pertinence as a possible cause for adversary relations is the fact that almost one-seventh of all existing junior colleges (179) were established in the last six years. The development of a corporate body, as contrasted with a divided body requires time, and in some instances six years may not be enough.

The third factor which has undubitably influenced the increased use of collective bargaining in junior colleges is the force of imitation and in these United States, the pattern for imitation is growing potentially larger.

In my research for this paper, I did not have time to discover the actual number of junior colleges using the procedure we are considering. Lacking such information, I have used an indirect measure to describe the growth of collective bargaining in junior colleges. My data were obtained from the March 14, 1977, issue of The Chronicle of Higher Education. According to this source, 21 states have collective bargaining laws for faculty members at both two and four year colleges; three states have such laws for two-year colleges only; and 26 states have no such laws. When it is recalled that collective bargaining for faculty members started no further back than the early 60's, it will be realized that material progress has been made in spreading this idea.

Further impetus for spreading the practice of collective bargaining through imitation is found in the programs of regional and national meetings of professional organizations. Evidence of this may be found in the topics included on the programs for these meetings. This influence is further exercised through the inclusion of many articles in professional journals dealing with the topic.

The three factors which have been suggested as a basis for the popularization of collective bargaining are:

(1) the increasing size of junior college enrollments and the consequent breakdown of the more personal relations of the instructional and administrative staffs in small junior colleges;

(2) the widening breach developing between the professional concerns of administrators and those of teachers;

(3) the imitative principle in policy decisions of the instructional staffs;

In spite of all that has been said thus far, the spread of the use of collective bargaining in junior colleges has not reached epidemic proportions. At least two inhibiting factors may be noted as decelerating the speed with which this procedure is spreading. The first of these factors is a generally negative reaction among some instructional staff members to trade unionism.

The first factor may be summed up, at lease in theory, by the disposition of many college teachers to make a sharp distinction between the concept of a professional and a tradesman; between a white-collar worker and a blue-collar worker; between a professional organization and a trade union.

It is probable that the inhibitory effect of this factor is less intense among the upper-division and graduate faculty members than with faculty members in junior colleges. Also, a greater objection to unionism in junior colleges will probably be found among teachers in the so-called academic fields as with that component of the total faculty who teach in the technical and vocational field.

Another inhibiting aspect of this factor which has probably slowed the spread of the use of collective bargaining is the negative attitude widespread among junior college faculty members, toward the use of the strike as a device employed as a means for resolving an impasse in the negotiations associated with collective bargaining. This negative attitude is further reinforced by laws in 46 states which prohibit the use of strikes altogether or in certain geographical or dispute areas.

While only perpherally related to this factor, it was deemed justifiable at this point to examine briefly the aims of the three organizations most frequently used by junior college teachers as negotiating agents in collective bargaining. These include the American Association of University Professors (A.A.U.P.), the National Education Association (N.E.A.), and the American Federation of Teachers (A.F.T.).

The AAUP was organized in 1915 with an avowed purpose of emphasizing the professional nature of college teaching. Its main emphasis up until recent years has been on providing protection for college teachers in the areas of academic freedom and tenure. Within the last few years, however, AAUP has concerned itself with matters of salary and working conditions. In this role it has consistently rejected the use of strikes to attain the acceptance of the financial goals of its membership.

Difference between the NEA and the AFT are becoming increasingly obscured. Martha A. Brown reports in a reprint from the Labor Law Journal published by the Bureau of Business Research, University of Texas at Austin, 1970:

> "However, competing philosophies of the two teacher organizations (NEA, AFT) create a natural division between them. The NEA opposes any statutory scheme which may tend to cause loss of identity of the teaching profession. The AFT, on the other hand, holds that teachers, unlike doctors and lawyers, perform their professional functions as employees. They work for employers rather than private clients, are paid salaries rather than fees and are subject to the direction and control of "management" as to hours and working conditions in much the same manner as any other employees."

Mrs. Brown goes on to point out that in the procedures of NEA locals from winning a representation election through going on strike and winning and agreement, its activities are identical with those of a union. Consequently, she concludes "...the struggle seems to have become not a contest between rival ideologies of professionalism and unionism, but between rival unions."

One observes, then, a choice for teachers in selecting an organization to represent them narrowed down from three (AAUP, NEA, AFT) to two (AAUP vs NEA-AFT). Certainly the necessity of exercising such an option may have operated, if not to prevent the adoption of a policy of collective bargaining, at least a slowing down of the process.

A second factor which has inhibited the spread of collective bargaining among junior colleges is the sharp change which has taken place in the supply-demand status of teachers and jobs. A few years back, teachers desiring positions found themselves in a sellers' market. They could be choosy to a certain extent. Currently, the situation has changed to a buyers' market in which the employers have a greater opportunity for being choosy. The consequent threat of unemployment naturally influences the popularity of collective bargaining. The process of bargaining collectively pits the teacher against the administrator. The current reduction of job openings can in many instances pit teachers against teachers.

One indirect measure of this change in the market place may be observed in the sharp decrease in the incidence of new junior colleges. In data obtained from the 1977 edition of Junior College Directory, it will be seen that after a low of 12 new junior colleges in 1959, the number increased progressively to 91 in 1967. Following this year, there was a progressive decrease in the number of new junior colleges so that in 1976 only four new ones were reported.

In this paper three factors have been examined which would seem to have a popularizing influence in the use of collective bargaining. Two others were suggested as having an inhibiting effect. In closing, one implication is noted. If collective bargaining is here to stay, and it would appear that it is, certain changes need to be made in the preservice preparation of junior college teachers and administrators -- in-service preparation also. Collective bargaining comprises a whole new ball game in professional relations of administrators and faculty members. Those who are going to play in this new ball game need to be able to cope with the new rule they will encounter.

A CRITICAL ANALYSIS OF SOME ASPECTS OF EDUCATIONAL PROGRAMS FOR NONTRADITIONAL STUDENTS IN SELECTED TEXAS JUNIOR COLLEGES

Publication No. _____

Paul Allan Myers, Ph.D.
The University of Texas at Austin, 1977

Supervising Professor: James W. Reynolds

The junior college, in adhering to a flexible open-admissions policy and purporting to have freedom to be flexible in program offerings and in the methods by which offerings are made, has an apparent opportunity to reach more readily the kinds of populations who are naturally interested in alternatives to traditional post-secondary education--the nontraditional student.

The nontraditional student is identified in this study as the student who is usually older than the "average" college age student, frequently holds a full-time job or is a homemaker or mother, usually can study only part-time and often must do this at home or otherwise off campus. Programs are considered nontraditional in the following ways: type of student enrolled, location of learning experiences, or method of instruction.

Proponents of the junior college say it has taken into account the changing needs of groups to be served and is making strong efforts to improve access to programs on other than traditional bases. Further, they state that the junior college expects to insure that students of varied ages, interests, abilities, and educational backgrounds will be able to earn credits, certificates, and/or degrees in a variety of ways.

The purpose of this study was to determine the availability of educational offerings to nontraditional students on nontraditional bases at four Texas public junior colleges.

The data were obtained through structure interviews with administrators and members of the staffs of the colleges of the study during the spring semester of 1976. The interviews were taped, transcribed and analyzed in order that the intention of each of the colleges to assist the nontraditional student could be summarized. The areas of emphasis were: admission-administration, tuition-fees assessed, value of the course of study, curriculum and instruction, faculty, counselors, evaluation, and availability of general services--as they apply to nontraditional students.

It was found that the term "nontraditional" in its general sense did not fit the junior college. The subjects of the study were quick to point out that the kinds of educational activity considered as nontraditional by other educational institutions are considered to be in keeping with the educational mission of the junior college and are commonplace. In addition, although the colleges varied in degree of implementation of nontraditional study, each college showed evidence of providing a variety of educational programs and a variety of delivery methods for use by all clients of each respective district. It was also found that few, if any, of the methods advanced throughout the study were new; the junior colleges of the study had just not put into practice enough alternative approaches to allow students to earn degrees through nontraditional study alone. Interestingly, although alternative methods were used by each college of the study, the lecture method was still the dominant mode of instruction used. Finally, it became apparent that the credit hour would probably remain the basic unit of educational currency in the foreseeable future.

From the findings of the study this researcher recommended that efforts to find ways and means to provide

educational services for nontraditional students be continued; that development was needed in the area of preservice training for potential junior college faculty and counselors in working with adults; and further, that research be continued in the use of alternative methods of delivering educational services to nontraditional students.

In closing, it was proposed that the standards which are required of nontraditional forms of educational endeavor be the same as the standards which are required of traditional forms of educational endeavor.

VERBAL INTERACTION WITHIN A SELECTED NUMBER OF UNDERGRADUATE COLLEGE CLASSROOMS

Glenn R. Johnson*

The author was interested in obtaining data on verbal interaction within undergraduate college classrooms. He was particularly interested in finding which categories of teacher talk were predominate in such settings. Different categories of student talk were not of primary interest although total percent of student talk was important to record.

The author believed that the findings might be of value in generating other studies which would explore relationships between verbal interaction and students' attitudes, motivation, and achievement in college classrooms. The study would also provide more initial input for a data bank of verbal interaction as it exists in college settings.

Verbal interaction between instructors and students was viewed as a key variable in the teaching/learning setting; and, one way of obtaining such data was by use of Flanders Interaction Analysis (FIA).[1]

Subjects

Seventy-three undergraduate classes located in four Texas colleges were used to obtain the data. Forty-two observations were made at Blinn College, twenty-seven at Texas A&M University, two at College of the Mainland, and two at Kilgore College. No attempts were made to control the selection of the subject field, module of study, and rank or tenure of the instructor.

Procedures

During the Fall Term of 1975 and Spring, Summer, and Fall Terms of 1976, students enrolled in the author's graduate programs received fifteen contact hours of skill training in FIA. They were encouraged to obtain permission to observe and record FIA in undergraduate college classes. Data collected by the enrollees who had obtained a .85 or higher correlation coefficient of interobserver reliability with the author were used in this

---

[1]more detailed information about FIA is available in Glenn R. Johnson, Analyzing College Teaching Manchaca, Texas: Sterling Swift Publishing Co., 1976; and, Ned A. Flanders, Analyzing Teaching Behavior, Reading, Mass.: Addison-Wesley Publishing Co., 1970.

*Dr. Johnson is a professor at Texas A&M University

report. Data obtained by students without a .85 or higher correlation coefficient of interobserver reliability with the author were excluded from this report.

After recording FIA, the observers key punched the data which were then run through a computer program available from the author. The Flanders system includes ten categories which appear on the next page. Since categories of student talk were not of primary interest in this study, categories 8 and 9 were collapsed into one category 8/9. No distinction was made between student talk -response and student talk -initiation.

Findings

The cumulative data for all seventy-three classroom observations appear in Table I. The observers recorded 50,016 tallies representing approximately forty-nine hours of time. The teacher talk amounted to about seventy-nine percent of the total tallies (TT=78.89%) while student talk accounted for about eighteen percent of the total tallies (ST=17.75%). The remainder of the tallies fell into category ten (silence, confusion=3.25%).

The cumulative data for all ten categories (nine for this report) revealed fewer tallies in the category of lecturing than had been anticipated by the author (60.99%); and, when one analyzes only teacher talk, lecturing (category 5) accounted for 77% of the total teacher talk tallies. The author anticipated slightly higher percentages for lecturing. The least number of tallies, less than one percent of the total tallies, fell into categories one "accepting feelings" and seven "criticizing" which came as no surprise.

The verbal categories with the next lowest number of tallies were six "giving directions" (1.13%) and three "using ideas of students" (2.22%). Category four "asking questions" (9.93%) and category two "praise" (4.23%) accounted for the remaining tallies.

When one begins to analyze selected data presented in Tables II through XI a few interesting contrasts emerge. For example, chemistry (n=9) devoted 74.7% of the total tallies to lecture; and, when one looks only at teacher talk for chemistry, 88.02% of the total teacher talk tallies fall into lecture. In contrast, English (n=12) devoted only 37.5% of the total

SUMMARY OF FLANDERS'
CATEGORIES FOR INTERACTION ANALYSIS

1. *ACCEPTS FEELING: accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting or recalling feelings is included.

2. *PRAISES OR ENCOURAGES: praises or encourages student action or behavior. Jokes that release tension, but not at the expense of another individual; nodding head, or saying "um hum?" or "go on" are included.

3. *ACCEPTS OR USES IDEAS OF STUDENTS: clarifying, building, or developing ideas suggested by a student. As teacher brings more of his own ideas into play, shift to Category 5.

4. *ASKS QUESTIONS: asking a question about content or procedure with the intent that a student answer.

---

5. *LECTURING: giving facts or opinions about content or procedures; expressing his own ideas, asking rhetorical questions.

6. *GIVING DIRECTIONS: directions, commands, or orders with which a student is expected to comply.

7. *CRITICIZING OR JUSTIFYING AUTHORITY: statements intended to change student behavior from nonacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing; extreme self-reference.

---

8. *STUDENT TALK-RESPONSE: talk by students in response to teacher. Teacher initiates the contact or solicits student statement.

9. *STUDENT TALK-INTIATION: talk by students, which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.

10. *SILENCE OR CONFUSION: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer.

---

* There is NO scale implied by these numbers. Each number is classificatory; it designates a particular kind of communication event. To write these numbers down during observation is to enumerate--not to judge a position on a scale.

tallies to lecture while teacher talk separately revealed 61.22% of the teacher talk tallies were lecturing. Psychology (n=6) also revealed a substantial number of tallies in category five "lecturing" ---67.29% of total tallies and 81.44% of teacher talk tallies. Chemistry was least likely to use praise as a reinforcement technique or ask questions to pursue mastery learning by the students.

Discussion

Great caution should be used when analyzing the data presented in this very pedestrian study. The cumulative data are probably more useful than data for the separate disciplines although data for a single discipline may encourage researchers to conduct more comprehensive observations with larger numbers of classes for the subject under study. Also, more controls would probably be desirable in future studies.

Perhaps one of the more interesting findings was the amount of tallies devoted to the lecture. Although higher than public school settings, the college professors did not reveal an overwhelming inclination to lecture.

Since there are some indications that a pattern of asking questions immediately following the presentation of some relevant material and reinforcing correct responses by the students enhances the possibility of mastery learning, it may be advisable for some subject fields, such as chemistry, to devote more effort to establishing such patterns if future studies continue to reveal small numbers of tallies in categories two and four for that field of study.

Again, the author cautions against overgeneralizing; and he recommends that future studies involving a specific discipline consist of six different observations of the same instructor. Also, a larger number of professors teaching the identical unit of study during a period of two or three weeks would be more viable.

TABLE I
INTERACTION ANALYSIS DATA FROM
COLLEGE SETTINGS-Undergraduate Classes-1975-1976
-CUMULATIVE-

N=73
Time= Approximately 49 hours of F.I.A.
Total Tallies= 59,016
Total Teacher Talk Tallies= 46,559 (TT=78.89%)
Total Student Talk Tallies= 10,478 (ST=17.75%)

	CATEGORIES									
	1	2	3	4	5	6	7	8 & 9	10	TOTALS
Total Tallies	63	2,494	1310	5,862	35,994	667	169	10,478	1,979	59,016
% Total Time	0.11	4.23	2.22	9.93	60.99	1.13	0.29	17.75	3.35	100+%
% Teacher Talk Only	0.14	5.36	2.81	12.59	77.31	1.43	0.36			100+%

TABLE II
INTERACTION ANALYSIS DATA FROM COLLEGE
SETTINGS-Undergraduate Classes-1975-1976
-CHEMISTRY-

N=9
Time= Approximately 5.64 hours
Total Tallies= 6,771
Total Teacher Tallies= 5,746 (TT=84.86%)
Total Student Talk Tallies= 494 (ST=7.30%)

	CATEGORIES									
	1	2	3	4	5	6	7	8 & 9	10	TOTALS
Total Tallies	2	153	115	344	5,058	65	9	494	531	6,771
% Total Time	0.02	2.25	1.69	5.08	74.7	0.96	0.13	7.30	7.84	100+%
% Teacher Talk Only	0.03	2.66	2.00	5.99	88.02	1.13	0.16			100+%

12.

TABLE III
INTERACTION ANALYSIS DATA FROM COLLEGE
SETTINGS-Undergraduate Classes-1975-1976
-ENGLISH-

N=12
Time= Approximately 9.51 hours
Total Tallies= 11,417
Total Teacher Talk Tallies= 6,993 (TT=61.25%)
Total Student Talk Tallies= 4,257 (ST=37.28%)

	CATEGORIES									
	1	2	3	4	5	6	7	8 & 9	10	TOTALS
Total Tallies	1	602	178	1,560	4,281	330	41	4,257	167	11,417
% Total Time	0.00	5.27	1.56	13.66	37.50	2.89	0.36	37.29	1.46	100± %
% Teacher Talk Only	0.01	8.61	2.55	22.31	61.22	4.72	0.59			100±%

TABLE IV
INTERACTION ANALYSIS DATA FROM COLLEGE
SETTINGS-Undergraduate Classes-1975-1976
-Business and Economics-

N=10
Time= Approximately 5.77 hours
Total Tallies= 6,927
Total Teacher Talk Tallies= 5,592 (TT=80.73%)
Total Student Talk Tallies= 1,162 (ST=16.77%)

	CATEGORIES									
	1	2	3	4	5	6	7	8 & 9	10	TOTALS
Total Tallies	0	282	75	961	4181	62	31	1162	6	6,927
% Total Time	0	4.07	1.08	13.87	60.36	0.90	0.45	16.77	2.50	100±%
% Teacher Talk Only	0	5.04	1.34	17.19	74.77	1.11	0.55			100±%

TABLE V
INTERACTION ANALYSIS DATA FROM COLLEGE
SETTINGS-Undergraduste Classes-1975-1976
-Psychology-

N=6
Time= Approximately 4.43 hours
Total Tallies= 5,316
Total Teacher Talk Tallies= 4,392 (TT=82.62%)
Total Student Talk Tallies= 788 (ST=14.82%)

	CATEGORIES									
	1	2	3	4	5	6	7	8&9	10	TOTALS
Total Tallies	18	173	134	464	3,577	13	13	788	136	5,316
% Total Time	0.34	3.25	2.52	8.73	67.29	0.24	0.24	14.82	2.56	100± %
% Teacher Talk Only	0.41	3.94	3.05	10.56	81.44	0.30	0.30			100± %

TABLE VI
INTERACTION ANALYSIS DATA FROM COLLEGE
SETTINGS-Undergraduate Classes-1975-1976
-Biology, Zoology, Botany, Entomology-

N=6
Time= Approximately 4.02 hours
Total Tallies= 4,819
Total Teacher Talk Tallies= 4,169 (TT=86.51%)
Total Student Talk Tallies= 506 (ST=10.50%)

	CATEGORIES									
	1	2	3	4	5	6	7	8&9	10	TOTALS
Total Tallies	2	238	177	360	3373	5	14	506	144	4,819
% Total Time	0.04	4.94	3.67	7.47	69.99	0.10	0.29	10.50	2.99	100±%
% Teacher Talk Only	0.05	5.71	4.25	8.64	80.91	0.12	0.34			100±%

TABLE VII
INTERACTION ANALYSIS DATA FROM COLLEGE
SETTINGS-Undergraduate Classes-1975-1976
-Engineering, Industrial Educ., Architecture, Math-

N=10
Time= Approximately 5.40 hours
Total Tallies= 6,483
Total Teacher Talk Tallies= 5467 (TT=84.33%)
Total Student Talk Tallies= 847 (ST=13.06%)

	CATEGORIES									
	1	2	3	4	5	6	7	8&9	10	TOTALS
Total Tallies	11	392	86	713	4201	60	4	847	169	6,483
% Total Time	0.17	6.05	1.33	10.10	64.80	0.93	0.06	13.06	2.61	100+%
% Teacher Talk Only	0.20	7.17	1.57	13.04	76.84	1.10	0.07			100+%

TABLE VIII
INTERACTION ANALYSIS DATA FROM COLLEGE
SETTINGS-Undergraduate Classes-1975-1976
-History & Political Science-

N=7
Time= Approximately 5.64 hours
Total Tallies= 6,766
Total Teacher Talk Tallies= 5,509 (TT=81.42%)
Total Student Talk Tallies= 870 (ST=12.86%)

	CATEGORIES									
	1	2	3	4	5	6	7	8&9	10	TOTALS
Total Tallies	9	155	257	508	4563	1	16	870	387	6,766
% Total Time	0.13	2.29	3.80	7.51	67.44	0.01	0.24	12.86	5.72	100+%
% Teacher Talk Only	0.16	2.81	4.67	9.22	82.83	0.01	0.29			100+%

TABLE IX
INTERACTION ANALYSIS DATA FROM COLLEGE
SETTINGS-Undergraduate Classes-1975-1976
-Agriculture, Agricultural Engineering, Agricultural Economics, Agronomy-

N=6
Time= Approximately 4.88 hours
Total Tallies=5,855
Total Teacher Talk Tallies= 5,155 (TT=88.04%)
Total Student Talk Tallies= 568 (ST= 9.70%)

	CATEGORIES									
	1	2	3	4	5	6	7	8&9	10	TOTALS
Total Tallies	5	139	109	316	4556	22	8	568	132	5,855
% Total Time	0.09	2.37	1.86	5.40	77.81	0.38	0.14	9.70	2.25	100+%
% Teacher Talk Only	0.10	2.70	2.11	6.13	88.38	0.43	0.16			100+%

TABLE X
INTERACTION ANALYSIS DATA FROM COLLEGE
SETTINGS-Undergraduate Classes-1975-1976
-Health Educ., Nutrition, Physical Educ.-

N=6
Time= Approximately 1.67 hours
Total Tallies= 1,998
Total Teacher Talk Tallies= 1,623 (TT=81.23%)
Total Student Talk Tallies= 292 (ST=14.61%)

	CATEGORIES									
	1	2	3	4	5	6	7	8&9	10	TOTALS
Total Tallies	14	133	50	222	1108	63	33	292	83	1,998
% Total Time	0.70	6.66	2.50	11.11	55.46	3.15	1.66	14.61	4.15	100+%
% Teacher Talk Only	0.86	8.19	3.08	13.68	68.27	3.88	2.03			100+%

TABLE XI
INTERACTION ANALYSIS DATA FROM COLLEGE
SETTINGS-Undergraduate Classes-1975-1976
-Music & Philosophy-

N=5
Time= Approximately 2.74 hours
Total Tallies= 3,285
Total Teacher Talk Tallies= 2,213 (TT=67.37%)
Total Student Talk Tallies= 997 (ST=30.35%)

	CATEGORIES									
	1	2	3	4	5	6	7	8&9	10	TOTALS
Total Tallies	1	207	149	553	1257	46	0	997	75	3,285
% Total Time	0.03	6.30	4.54	16.83	38.26	1.40	0.0	30.35	2.28	100+%
% Teacher Talk Only	0.05	9.35	6.73	24.99	56.80	2.08	0.0			100+%

AN IN-SERVICE PROGRAM FOR JUNIOR/COMMUNITY COLLEGE PROFESSORS

Dr. Glenn R. Johnson, Professor
Coordinator for an Area of Concentration
in Higher Education, College of Education,
Texas A&M University

Subjects

Fourteen Junior/Community College professors enrolled in an institute directed by the author in the Summer of 1976. They were from four different colleges located in the eastern half of the State of Texas. Their teaching fields were: history, business, math, chemistry, biology, and English.

Apparatus

The author used modern technological facilities available at his university. The microteaching labs had complete video equipment and regular classroom facilities.

Procedures

The institute met from 9:00 a.m. to 4:00 p.m. daily, May 31 through June 25, 1976.

The program involved fifteen contact hours of training in Flanders Interaction Analysis and twenty-four contact hours in microteaching labs. The participants also studied lectures, discussions, seminars, assigned readings, assigned independent writing, behavioral objectives, reinforcement, questioning, narrated slide series, and Taba's Cognitive Tasks as techniques involved in teaching or in improving teaching.

Instruments

During the first class session, each professor was directed to prepare a lesson involving content from his major field of study. This lesson was videotaped. Near the end of the institute the professors were directed to reteach the same content they had presented the second day of the institute. The lessons provided pre and post training data for analysis.

In addition to the analysis of the video taped lessons, a questionnaire administered at the end of the institute provided additonal data. The questionnaire asked the respondent to note how effective specific techniques might be in improving college teaching: the scale was, 5=very effective; 4=effective; 3=neither effective nor ineffective; 2=ineffective; 1=very ineffective.

Results

Table I presents descriptive data for eight variables. The data were

collected from the two video taped lessons presented by the professors. The pre-training data for each variable, for each professor are presented first followed by the post-training data. TT is the percent of total time devoted to teacher talk. PT is the percent of the total time the pupils talked. TQR indicates the teacher's tendency to use questions during content presentations. I/D is an indirect/direct ratio; it indicates the amount of direct teacher influence or indirect teacher influence the instructor used during the lessons. Rein stands for reinforcement and reveals the number of dirrerent reinforcers the professor used. Prob stands for probing questions and indicates how many times the professor probed for further explanations from students. H.O.Q. stands for higher order questions and reveals the number of higher order questions the professor asked during the lessons.

Table II is an analysis of variance for the eight variables. The differences between pre-training and post-training data are striking. All eight variables show levels of significance far beyond .05 indicating that the professors changed their behavior after the in-service training.

The amalgamation of fifteen contact hours of skill training in Flanders Interaction Analysis combined with the twenty-four contact hours of microteaching appear to be viable processes for enhancing college professors' questioning strategies and interaction with students.

Table III provides means for the effectiveness of various teaching or training techniques as perceived by the fourteen participants at the close of the institute. Behavioral objectives, reinforcement techniques, questioning techniques, microteaching, Flanders Interaction Analysis, and discussion techniques all surpassed the 4.0 mean with narrated slide series and Taba's Cognitive Tasks also receiving high mean scores.

TABLE I

Descriptive Statistics for Eight Variables

Professor	*Variables							
	TT	PT	TQR	I/D	Q	Rein.	Prob.	H.O.Q.
1	98.3	0.6	2.3	.022	1	0	0	0
	74.3	25.2	26.9	.296	13	5	3	1
2	89.1	7.5	1.7	.017	0	0	0	0
	86.6	9.9	13.8	.138	12	0	1	4
3	82.8	14.9	0.8	.035	1	3	0	0
	80.6	14.4	6.3	.145	7	8	0	2
4	96.9	1.0	2.2	.037	2	1	0	0
	86.7	9.8	10.6	.199	20	19	1	1
5	95.3	0.0	0.0	.000	0	0	0	0
	86.9	10.3	13.7	.211	14	13	2	3
6	97.7	0.9	1.4	.023	3	2	0	0
	84.5	13.4	15.1	.272	24	20	3	2
7	96.3	3.2	1.7	.017	2	0	0	0
	88.2	10.0	26.8	.337	19	16	1	4
8	87.6	1.9	4.5	.066	6	4	0	2
	73.2	15.9	17.8	.263	26	14	1	13
9	90.3	7.5	9.5	.149	12	4	2	0
	93.2	5.1	6.7	.118	6	4	1	3
10	97.0	0.0	0.5	.005	1	0	0	0
	80.1	18.1	23.6	.379	31	30	0	2
11	94.8	4.3	3.1	.050	5	1	0	0
	51.7	47.0	50.0	.605	29	22	5	1
12	97.9	1.6	1.1	.016	1	0	1	0
	74.0	24.7	26.9	.328	19	9	3	9
13	93.3	2.9	3.1	.046	6	3	0	0
	75.9	21.9	20.6	.268	24	6	4	4
14	91.6	6.2	6.8	.125	13	9	3	0
	77.8	15.9	24.5	.388	34	33	5	4

*pre-training listed first; post-training listed second

TABLE II

Analysis of Variance for Eight Variables where Pre-training Post-training Differences reached $p < .05$

N = 14

Variable	MS	F	P
TT	1360.82	21.95	.0002
PT	1277.10	20.34	.0003
TQR	2136.75	32.24	.0001
ID	.3981	44.21	.0001
Ques.	1808.04	38.78	.0001
Reinf.	1056.57	20.60	.0003
Prob.	20.57	10.88	.0031
H.O.Q.	92.89	16.09	.0007

TABLE III

Mean Scores for Thirteen Techniques or Procedures Used in Teaching or in Improving Teaching

TECHNIQUE OR PROCEDURE	MEAN SCORE
1. Behavioral objectives	4.71
2. Reinforcement techniques	4.64
3. Questioning techniques	4.50
4. Microteaching	4.43
5. Flanders Interaction Analysis	4.36
6. Teacher/student discussion	4.36
7. Small group discussion	4.07
8. Narrated slide series	3.86
9. Taba's Cognitive Tasks	3.79
10. Assigned independent writing	3.50
11. Assigned independent reading	3.50
12. Seminar	3.43
13. Lecture with no visual/audio aids	2.86

Scale

5=very effective
4=effective
3=neither effective nor ineffective
2=ineffective
1=very ineffective

INVESTIGATION OF ALTERNATE GRADING SYSTEMS IN TEXAS COMMUNITY JUNIOR COLLEGES

Lawrence Barbay. M.Ed.

Southwest Texas State University, 1976

Supervising Professor: Dr. Milton L. Smith

In recent years. particularly since 1969-70, traditional grading systems have come under considerable criticism at all levels of education. The old five step grading scale A-B-C-D-F. and its corresponding 0-100 percentage scale have been attacked as being anachronistic. unfair. subjective. discriminatory. and a deterrent to student exploration.[1] Protests against traditional grading systems have come from students. teachers. and administrators. Prominent among the reasons given by those exerting pressure for new grading alternatives are the following: (1) students would be encouraged to explore subjects outside their major field without endangering their grade point average; (2) fear of failure would be minimized; (3) competition among students for grades would be reduced; and (4) a closer student-faculty relationship would be engendered.[2] That educational institutions have been responsive to this pressure is evidenced by several studies[3] which reveal that nontraditional grading systems have developed rapidly over the past few years and that they have been implemented on many campuses. including such prestigious schools as Princeton and Yale.[4]

Although some community junior colleges have been included in these surveys of grading practices in higher education. indications

are that no such study has dealt exclusively with this institution. Accordingly, this study is an attempt to determine to what extent community junior colleges in Texas have implemented non-traditional grading systems. The rationale for each school's use of various grading practices and their comparative advantages and disadvantages have not been considered; the purpose of the study is only to determine the existence of various grading systems in Texas community junior colleges.

In order to develop an instrument which would serve the above stated purpose, an extensive search of the literature was conducted to determine what grading systems were being used at all levels of education in the United States. The results of the literature search revealed that educational grading practices fell into eight major categories (subdivisions in some categories) as follows:

I. Traditional Grading (self-explanatory)

   A. A-B-C-D-F

   B. 90%-80%-70%-60%-50%

   C. Other

II. Pass-Fail Variations (Those students who satisfy minimum criteria receive a "Pass"; those students who fail to satisfy minimum criteria receive a "Fail.")

   A. Pass-Fail[5]

   B. Satisfactory-Unsatisfactory[6]

   C. Honors-Pass-Fail[7]

III. Criterion-Reference (System based on carefully written performance objectives. Students progress at own rate, completing course when objectives are achieved.)

   A. Contract[8]

   B. Performance Statements[9]

   C. Mastery[10]

IV. Credit-No Credit (Credit for course received when student satisfies requirements of a particular set of objectives outlined in a subject area. Courses are open-ended and self-paced. No formal record for those who fail to meet requirements.)[11]

V. Descriptive Evaluation (Narrative, describing students' ability, achievement, and performance.)[12]

VI. Self-Evaluation (Makes evaluation a learning experience. System requires a criteria check list for students' use which may be developed by the student, the teacher, or both.)[13]

VII. Multiple-1 (Traditional letters plus descriptive evaluation.)[14]

VIII. Multiple-2 (Pass-Fail plus descriptive evaluation.)[15]

Armed with the results of the literature search, the researcher developed a questionnaire and sent it and an accompanying letter to the Dean of Instruction of each of the sixty-six community junior colleges in Texas.[16] A table summary of the responses is shown on page four.

Of the sixty-six schools surveyed, fifty-four (82%) responded to the questionnaire. Of those responding, fifty-three schools (98%) incorporated the traditional grading system as part of their grading practice and thirty schools (55%) used the traditional system exclusively, with the following minor exceptions. One school checked "Other" in the traditional category indicating that A-B-C-W-I-WI-WP" was used. No explanation was given. One school allowed its students to withdraw (W) from a course prior to "review-week" and three schools allowed an In-Progress (IP) grade when more time was needed by students to complete course work. Also, one school which used the traditional grading system exclusively indicated that a transition to a criterion-reference system was in progress. It is interesting to note that one school expressed dissatisfaction with the traditional A-B-C-D-F- system

QUESTIONNAIRE SUMMARY RESULTS

Institution	Traditional				Pass-Fail Variations			Criterion-Reference									
	A-B-C-D	90%-80%-70%-60%-50%	Other	Pass-Fail	Honors-Pass-Fail	Satisfactory-Unsatisfactory	Contract	Performance Statement	Mastery	Credit-No Credit	Descriptive Evaluation	Multiple-1	Multiple-2	other	
1-30	X														
31	X			X			X								
32	X						X								
33	X						X								
34	X													X[a]	
35	X[b]									X					
36	X					X									
37	X									X[c]					
38	X[d]						X								
39	X	X		X											
40	X	X					X	X	X						
41	X			X			X								
42	X[e]									X					
43	X	X		X			X	X							
44	X						X	X	X[f]						
45	X[g]						X								
46	X						X	X	X						
47	X	X					X		X						
48	X									X					
49	X	X					X	X	X						
50	X					X	X								
51	X			X											
52	X			X			X								
53			X[h]				X	X	X			X	X		
54									X						

[a]One department uses A-B-C-I-W.

[b]In Developmental Courses, In-Progress allowed.

[c]Seminars only.

[d]Preparing to transition: A = Excellent Performance; B = Above Job Entry Level; C = Completed Minimum Requirements for Job Entry; U = Unsatisfactory; IP = In Progress.

[e]Teachers can use others but must convert to traditional grades for registrar.

[f]All Criterion-Reference "grades" must be converted to traditional grades.

[g]A-B-C-D-NC.

[h]A-B-C-W-I-WI-WP.

but felt that the other alternatives did not meet the school's grading needs any better. Finally, five schools used the corresponding traditional percentage scale in addition to the A-B-C-D-F system.

Among the non-traditional grading systems used by the responding schools, the Criterion-Reference grading system category appears to be the most popular. Fifteen schools (28%) utilized the Contract System, six schools (11%) the Performance Statement System, and six (11%) the Mastery System. One school which used all three of the above-mentioned Criterion-Reference systems indicated that student marks must be converted to traditional A-B-C-D-F. Also, one school using the Contract System was preparing for a transition to a system whereby A=Excellent Performance, B=Above Job Entry Level, C=Completed Minimum Requirements for Job Entry, U=Unsatisfactory, IP=In Progress.

Next in popularity to the Criterion-Reference grading system was the Pass-Fail Variation category. Six schools (11%) used the Pass-Fail System of grading, two schools (5%) used the Satisfactory-Unsatisfactory System, and the Honors-Pass-Fail System was not used by any of the respondents. Of the remaining categories, six schools (11%) employed the Credit-No Credit grading system, one school (2%) employed Self-Evaluation, one school (2%) used a combination of traditional letters plus a descriptive evaluation (Multiple-1), and one department of one school used an A-B-C-I-W system. The Descriptive Evaluation and Multiple-2 categories are not used by any of the responding schools. The Community College of the Air Force in its response sent a detailed description of its grading policies in lieu of a questionnaire response, leaving the categorical placement open to the researcher's interpretation. Its system is an unusual and intricate grading system which effectively interpreted

is a Credit-No Credit grading system.

In conclusion, it appears that the community junior colleges in Texas are, as a whole, reluctant to deviate from the traditional grading system. In those institutions which have instituted alternate grading systems, the Criterion-Reference systems appear to be the most popular whereby learning (observed behavioral changes) can be demonstrated and recorded. Judging from the remarks of some of the respondents, alternate grading systems are a "live issue" in Texas community junior colleges and further changes are likely to occur.

FOOTNOTES

[1]Edward Frankel, "Student-Faculty Evaluation of a Three-Point Grading System in Graduate Education Courses," College and University 50 (Winter 1975): 158.

[2]Ibid., 159; Leon Sheleff, "A Credit Accumulation System: An Alternative to GPA and Pass-Fail," Educational Record 53 (Summer 1972): 227-233; Claude Simpson et. al., "Pass-Fail--What Are the Trends," College and University 45 (Summer 1970): 484-485.

[3]American Association of Collegiate Registrars and Admission Officers, "The AACRAO Survey of Grading Policies in Member Institutions," ERIC Clearinghouse on Higher Education, ED 055 546 (1971): 1-47; "The 1973 Boston Conference on Grading Alternatives," ERIC Clearinghouse on Higher Education, ED 087 131 (1973): 1-97; Jonathan R. Warren, "College Grading Practices: An Overview," ERIC Clearinghouse on Higher Education, ED 047 164 (1971): 1-29.

[4]Marvin Kavlins, Martin Kaplan, and William Stuart, "Academic Attitudes and Performance as a Function of Differential Grading Systems: An Evaluation of Princeton's Pass-Fail System," Journal of Experimental Education 37 (Spring 1969): 38-50; "New Grading System at Yale," Intellect 101 (February 1973): 284-285.

[5]Karlins, Kaplan, and Stuart, "Academic Attitudes and Performance," 284-285.

[6]Janet R. Collins and K. N. Nickel, "A Study of Grading Practices in Institutions of Higher Education," ERIC Clearinghouse on Higher Education, ED 097 846 (1974): 1-18.

[7]Frankel, "Student-Faculty Evaluation," 158-159.

[8]Ursula Delworth,"The Contract System: Students as Participants in the Grading Process," Journal of College Student Personnel 14 (May 1973): 277.

[9]Jason Millman, "Reporting Student Progress: A Case for a Criterion-Referenced Marking System," Phi Delta Kappan 52 (December 1970): 226-230.

[10]Turee Olsen, "ERIC/RCS Report: Grading Alternatives," English Journal 64 (March 1975): 106-108.

[11]Ibid.

[12]Warren, "College Grading Practices," 1-29.

[13]Peter C. Filene, "Self-Grading: An Experiment in Learning," Journal of Higher Education 40 (June 1969): 451-458.

[14]Lyle B. Leisenning, "Evaluating Evaluations--Grading Practices," College and University 45 (Summer 1970): 349-359.

[15]Warren, "College Grading Practices," 1-29.

[16]A copy of these documents is found on pages eight and nine.

BIBLIOGRAPHY

American Association of Collegiate Registrars and Admissions Officers. "The AACRAO Survey of Grading Policies in Member Institutions." ERIC Clearinghouse on Higher Education, ED 055 546 (1971): 1-47.

Brick, Michael and McGrath, Earl J. Innovation in Liberal Arts Colleges. Columbia University: Teachers College Press, 1969.

Burke, Ronald J. "Some Preliminary Data on the Use of Self-Evaluation and Peer Ratings in Assigning University Course Grades." Journal of Educational Research 62 (July-August 1969): 444-448.

Caldwell, Joseph H. and Dodamead, Thomas E. "Non-punitive Grading: Encouraging Academic Exploration." Community and Junior College Journal 43 (March 1973): 29.

Collins, Janet R. and Nickel, K. N. "A Study of Grading Practices in Institutions of Higher Education." ERIC Clearinghouse on Higher Education, ED 097 846 (1974): 1-18.

Delworth, Ursula. "The Contract System: Students as Participants in the Grading Process." Journal of College Student Personnel 14 (May 1973): 277.

DesPres, L. J. "A Grading System that Really Works." School and Community 56 (May 1970): 12-13.

Filene, Peter G. "Self-Grading: An Experiment in Learning." The Journal of Higher Education 40 (June 1969): 451-458.

Frankel, Edward. "Student-Faculty Evaluation of a Three-Point Grading System in Graduate Education Courses." College and University 50 (Winter 1975): 158-169.

Grouland, Norman E. Improving Marking and Reporting in Classroom Instruction. New York: Macmillan Publishing, Inc., 1974.

"How and Why Brown Broke Its Curriculum Mold." College Management 4 (October 1969): 22-26+.

Johnson, Ray A. and Lauvoesch, William. "A Pass-Fail System with Options for the Learner," American Vocational Journal 44 (September 1969): 16-18+.

Karlins, Marvin; Kaplan, Martin; and Stuart, William. "Academic Attitudes and Performance as a Function of Differential Grading Systems: An Evaluation of Princeton's Pass-Fail System." Journal of Experimental Education 37 (Spring 1969): 38-50.

Leisenring, Lyle B. "Evaluating Evaluations--Grading Practices." College and University 45 (Summer 1970): 349-359.

Levine, Arthur and Weingart, John. Reforms of Undergraduate Education. San Francisco: Jossey-Bass Publishers, 1973.

Massey, G. Harold. "Transcript Adequacy--P's and F's and Other Letters." College and University 44 (Summer 1969): 520-527.

McLaughlin, Gerald W.; Montgomery, James R.; and Delohery, Pat D. "A Statistical Analysis of a Pass-Fail Grading System." Journal of Experimental Education 41 (Fall 1972): 74-77.

Millman, Jason. "Reporting Student Progress: A Case for a Criterion-Referenced Marking System." Phi Delta Kappan 52 (December 1970): 226-230.

Mueller, David J. "The Mastery Model and Some Alternative Models of Classroom Instruction and Evaluation: An Analysis." Educational Technology 13 (May 1973): 5-10.

"New Approach to Grading." Intellect 101 (April 1973): 417.

"New Grading System at Yales." Intellect 101 (February 1973): 284-285.

Olsen, Turee. "ERIC/RCS Report: Grading Alternatives." English Journal 64 (March 1975): 106-108.

Quann, Charles. "Pass-Fail--What are the Trends?" College and University 45 (Summer 1970): 484-493.

Scott, Harry V. "A Grading System for College Courses." Improving College and University Teaching 18 (Autumn 1970): 303-304.

Sheleff, Leon. "A Credit Accumulation System: An Alternative to GPA and Pass-Fail." Educational Record 53 (Summer 1972): 227-233.

Shontz, Howard B. "Records and Transcripts for the Non-Traditional Institution." College and University 49 (Summer 1974): 402-209.

_____. "Report on Grading at the University of California, Santa Cruz." College and University 45 (Summer 1970): 494-501.

Simpson, Claude. "The Computer Handles a Unique Pass-Fail System." College and University 44 (September 1969): 700-701.

Author--Mary Bailey

Major Advisor--Dr. Kenneth Freeman
Texas Tech University

Perceived Satisfaction of Community College Adult Students as a Function of Selected Variables

Abstract

There is ample evidence in educational statistics and literature that the student population in institutions of higher education is increasingly heterogeneous; that the traditional, young, middle or upperclass, full-time student who once prevailed on campuses is now sharing those campuses with non-traditional students of many types. There is one non-traditional group which appears to be increasing but which has not attracted much attention in the planning of college credit and degree programs. Adult students are appearing more and more in the traditional classroom and many of them are seeking degrees, yet, programs and encouragement for them are confined largely to non-credit hobby classes or a small number of vocational certification courses.

This study was conducted in the belief that any institution which enrolls this non-traditional group should obtain information about them as to their percentage of the total student body, their motives and goals, time and place needs, preferred curriculum, learning modes, and other characteristics.

The study focuses on a portion of the information needed on adult students in traditional college programs. The purpose is to ascertain by a case study if perceived satisfaction of selected educational needs, measured by an attitudinal score, varies between traditional and adult students or among various age, sex, and goal categories of adults; that is, to determine if traditional programs serve adult as well as traditional students.

The participants were selected at random from the student population of Howard College at Big Spring (Texas). The independent variables are status (traditional or adult student), age, sex, and goal (present job advancement, future job training, or personal pleasure). The dependent variables are scores obtained by use of a Likert-type scale applied to a forty-four statement questionnaire indicating attitudes toward instructors, instructional methods, general educational programs, and counseling.

The scores of each status, age, sex, and goal group were divided at the median, and frequency of scores above and below the median were tested for independence of samples by Chi Square procedures to .05 level of significance.

Results of the survey indicate that adult students comprise fifty-eight percent of the student body at Howard College, that both traditional and adult students have a moderately high degree of satisfaction with instructional, educational, and counseling programs, that adult students are significantly better satisfied with instructors, and older adults are significantly better satisfied with both instructors and instructional methods. The major conclusions of the study are that adult students are an important portion of the student population of Howard College (and probably other similar colleges) and that they perceive that their educational needs are being met by its traditional programs.

Author--A. Clay Kistler Major Advisor--Dr. Kenneth Freeman
Texas Tech University

CABLE TELEVISION AND HIGHER EDUCATION AT TEXAS TECH UNIVERSITY: A MODEL

The purpose of this study was to create a model for instructional production and dissemination via cable television. Pursuant to this task, an extensive search of the literature was undertaken, and criteria for telecourse excellence were developed and reported. A model was then developed from previous reported studies, experimentation, and experiences. Suggestions for utilization were given along with recommendations for future study and investigation. This study concentrated on the concept of offering doctoral courses in the Higher Education area at Texas Tech University to in-service faculty members on other campuses via cable television.

A preliminary study of non-doctoral in-service faculty members revealed an interest in pursuing doctoral course work from Texas Tech University via cable television. A preliminary study of cable television managers revealed that cable companies would be receptive to offering doctoral courses from Texas Tech University over their systems. Education via cable television has been used with success from elementary schools through the college level. Significant factors essential to an effective telecourse were isolated from the literature and reported. The literature search also revealed hundreds of studies reporting no significant difference between teaching by television and "face to face" by traditional classroom methods. These findings indicate that the model developed in the dissertation would be useful in exploring the feasibility of offering courses on the doctoral level to in-service higher education faculty via cable. To affirm the success of the model would dictate its use, and thus the establishment of the model and the implementation of its components are recommended.

DESCRIPTION OF A NEW AND UNIQUE JUNIOR COLLEGE PROGRAM WHICH PROVIDES SPECIAL AID FOR HANDICAPPED LEARNERS---THE TEXAS JAYCEE EDUCATION AND TRAINING CENTER OF THE GONZALES WARM SPRINGS FOUNDATION

by

ROBERT JERRY ZAVESKY
Bachelor of Business Administration

THESIS
Presented to the Graduate Faculty of
The University of Texas at San Antonio
in Partial Fulfillment
of the Requirements
for the Degree of

MASTER OF ARTS

THE UNIVERSITY OF TEXAS AT SAN ANTONIO
August, 1976

the Texas Jaycee Education and Training Center of Gonzales Warm Springs was developed and made operational in 1973. Victoria College entered into joint agreement with the Foundation and a two-year junior college program was developed for the severely physically handicapped, stressing business and accounting as the subject focus.

It would seem, therefore, that it might be useful to provide a model for community/junior colleges to use in providing necessary special services for handicapped learners. Such a model is available in the Texas Jaycee Education and Training Center of the Gonzales Warm Springs Foundation. It is the purpose of this historical study to describe this model and to draw conclusions from it that may be useful to planners in the future.

ABSTRACT

Description of a New and Unique Junior College Program Which Provides Special Aid for Handicapped Learners--The Texas Jaycee Education and Training Center of the Gonzales Warm Springs Foundation, Thesis, Robert Jerry Zavesky, The University of Texas at San Antonio, August, 1976, 90 pages.

The Texas Rehabilitation Hospital of the Gonzales Warm Springs Foundation was chartered in 1937 as a non-profit charitable corporation. In the beginning a 40-acre site was acquired in the wooded rolling hills near Gonzales, Texas, and Palmetto State Park. The first hospital was completed and opened to the public in 1941. The first patients were crippled children, and when the polio epidemic hit the nation, the hospital was a haven for the treatment of stricken children. Following the discovery of Salk vaccine, polio was all but eradicated, and the number of children needing treatment was reduced substantially.

The facilities of the hospital at that time focused on meeting a growing demand to treat adults and children who were victims of accidents, disease and birth defects. Today the staff and the hospital's facilities are directed toward the therapeutic treatment of the physically handicapped.

Growing out of the concern for these people,

TABLE OF CONTENTS

CHAPTER I 1

Statement of the Problem 1

Definition of Terms. 5

Limitations of the Study 6

Organization of Material 7

CHAPTER II. 8

Review of the Literature 8

1. Severity of the Problem. 8

2. College Attendance 9

3. Descriptions of Programs in Higher Education 11

a. Cerritos College. 14

b. Williamsport Community College. 15

c. Kern County Community College 17

4. Studies on Handicapped Graduates 17

a. Muthard and Hutchison's Study 18

b. Condon's Study. 19

c. Lerner and Martin's Study 19

d. Wright and Trotter's Study. 19

e. Zavesky's Study 20

f. Hill's Study. 21

5. Employment for the Handicapped 22

a. Employment Survey 24

b. Adolescents 27

c. Role Playing. 30

6. Open Door Policy for the Handicapped . . . 34

CHAPTER III 37

History of the Gonzales Warm Springs Foundation and the Texas Jaycee Education and Training Center. 37

1. The Orthotics Clinic 59

2. The Physical and Occupational Therapy Program 59

3. The Educational Program. 59

CHAPTER IV. 65

A Barrier-Free Campus. 65

1. Sidewalks. 66

2. Ramps. 66

3. Handrails. 67

4. Curbs. 67

5. Bus Loading Zones. 67

Building Modification. 67

1. Elevators. 68

2. Doorways 68

3. Ramps. 68

4. Drinking Fountains 69

5. Restrooms. 69

6. Dormitories. 70

CHAPTER V 73

Interpretation and Findings. 73

BIBLIOGRAPHY. 86

VITA. 91

CHAPTER IV

A BARRIER-FREE CAMPUS

It was mentioned in the latter part of Chapter II that a study was made to determine the accessibility of community colleges for the physically handicapped. The results indicated architectural barriers existed in approximately 30 percent of the 200 public community colleges randomly selected for the study.

If architectural barriers do account for the absence of physically handicapped learners on campus, there needs to be an ideal model that educational institutions can follow.

The University of Missouri initiated a program to have such a barrier free campus in 1959. The institution applied for a grant from the Department of Health, Education, and Welfare. It was subsequently funded to establish a regional educational facility for Region VI, which is composed of seven states. The grant period was to run through October, 1966. (26-2)

The purpose of the grant was to study the following: 1) the need for a facility in that region, 2) curriculum requirements and job opportunities for

college graduates with severe handicaps, 3) required special modifications of the existing facilities, and 4) the need for the establishment of entirely new facilities and services. (26-2)

The special modifications are described in the following paragraphs:

Sidewalks:

Sidewalks should be fully accessible to the physically handicapped person. This can be accomplished through either the remodeling of existing sidewalks or the building of new ones. Generally the serpentine (i. e., winding) walkways are more successful. This allows a gradual slope which the student in the wheelchair can easily negotiate. The final note concerns work to remove cracks, bumps, and changes in elevation--with frequent repairs made. (26-8)

Ramps:

Ramps need to be built so as to bypass any steps. Handrails need to be placed on the ramps so as to allow the handicapped person to slow his descent. In the winter time all ramps should be free of ice and snow at all times. Some colleges and universities have steam-heated copper tubing placed under the concrete surface to keep the ice and snow melted. The length of the ramp depends on the height of the exit

door. In some colleges and universities these range in length from five to one hundred-forty-four feet. (26-9)

Handrails:

Handrails need to be placed on both sides of the ramp. Usual construction of the handrail is 2 inches in diameter and 32 inches from the floor of the ramp. (26-11)

Curbs:

Curbs need to be beveled at crossings to make minature driveways so that wheelchair students can roll down from one sidewalk and then cross the street in regular pedestrian lanes. All lines should be clearly painted. (26-11)

Bus Loading Zones:

It is necessary to construct a number of recessed bus loading zones. These should be recessed into the side of the street to allow the bus to park in an off-street area. (26-11)

Building Modification

Since handicapped students are encouraged to lead the same type academic life as all other students, they must be able to have full use of administrative, dormitory, and instructional buildings.

Elevators need to be installed, doorways widened, drinking fountains lowered, restrooms modified,

telephones placed at the proper height for a person in a wheelchair, and ramps built to eliminate steps between different wings of the same building. Many desks, chairs, etc., will also have to be arranged to modify the classrooms. (26-12)

Elevators:

An electro-magnetic device needs to be installed to make all elevator doors completely automatic rather than manually operated. Standard sizes run 4 feet 2 inches wide by 5 feet 6 1/2 inches front to back distance. Control panels need to be placed 40 inches from the floor with the position indicator placed where the person in a wheelchair can most easily see it. When a building has no shaft space inside, an elevator can always be placed on the outside of the building. (26-13)

Doorways:

Installing a door in an existing wall is often easier and more economical than widening an older door opening.

1. Automatic doors: this would allow the handicapped student to enter quickly and easily. (26-15)

Ramps:

Ramps need to be built especially when providing access to the split foyer type of entrance

arrangement. These should usually be made a downgrade of approximately 1 inch per foot of drop. (26-16)

Drinking Fountains:

Drinking fountains should be lowered to a height that would accomodate a person sitting in a wheelchair.

Restrooms:

For each building there should be at least one men's restroom and one women's restroom that is modified. Each modification should include the doorway, toilet stall, mirror, paper towel dispenser, and for men's restrooms, the urinals. (26-18)

The following outlined steps should be taken:

1. Toilet stall: 36 inch width.
    A. Swing-out door (where door is necessary), 32 inches width, gravity hinges.
        1) small inexpensive pull on above door.
    B. Handrails on each side of stall.
        1) one and one-half inches diameter with approximately 1 1/2 inches clearance between rail and wall.
        2) Rails to be 24 inches long with center about even with front edge of stool.

C. Tissue roll hanger to be clear of grab rail. If moved, not more than 40 inches from floor.

2. One mirror: bottom of mirror no more than 40 inches from floor.
3. Paper towel dispenser: no higher than 40 inches from floor, (to bottom of the dispenser).
4. Main doorway to restroom: should be 32 inches when door is open (when coming straight in).
5. In men's room, urinals should be 19 to 22 inches from floor. (26-19)

As with other buildings, special modifications to administrative and service facilities are necessary. An example is the student union building. In this facility, service ramps and loading entrances can be utilized to make initial modification an easier matter. Of course, the restroom modifications are necessary also.

Dormitories:

Dormitories include the students' rooms, the restrooms, the laundry room and the cafeteria. (26-20)

1. Student's room: should be concentrated on the daily use of furniture. Closet

racks should be dropped to allow one to reach hangers from a sitting position. Desk tops should be raised to allow wheelchair armrests to slide under. In the hallway, phones and water fountains should be lowered to allow them to be used by the handicapped person.

2. Dormitory restrooms are different from other restroom facilities only in the tub and shower. Shower stalls should be modified by installing a seat 20 inches from the floor, a flexible adapted shower extension, and grab bars on two sides of the shower stall. Modifications of a bathtub involves the tub parallel to and along the length of the tub with a vertical two foot bar mounted above the edge of the tub. The men's dormitories should include an electrical outlet no higher than 40 inches from the floor and near mirrors. (26-20)
3. Laundry rooms should present no real problems. Once the doorway is widened, the handicapped student should have no problems operating the machines. However,

the folding counters may have to be lowered for his use. (26-21)

4. Cafeteria facilities should involve widening the cash register line so that a wheelchair and tray can easily pass through. Little other change would be necessary in the cafeteria since most eating tables are at a convenient height already to accomodate the wheelchair student. (26-21)

In relation to hypotheses 5 and 6, a model program has been developed for the provision of educational services for handicapped learners in the Texas Jaycee Education and Training Center. This model will be useful in providing a list of recommendations to other institutions interested in planning facilities to educate and accomodate handicapped students.

Submitted by Dr. Bob Miller, NTSU

Hegar, Kathryn Weige, A Comparison of the Career Interests, Locus of Control, Attitude, and Achievement Scores of Community College Introduction to Business "On-Campus" Students and "Open-Circuit Instructional Television" Students. Doctor of Philosophy (Higher Education), May, 1977, 247 pp., 42 tables, bibliography, 170 titles.

The problem of this study was a comparison of the career interests, locus of control, attitude, and achievement scores of community college introduction to business "on-campus" students and "open-circuit instructional television" students. The "on-campus" sample included 102 students enrolled in traditionally taught "introduction to business" classes and the "open-circuit instructional television" sample included 279 students enrolled in the "introduction to business" telecourse offered for credit in four community colleges in a multi-campus district.

Four instruments were used to gather data: (1) Student Career Interest Survey, (2) Levenson's Internal, Powerful Others, and Chance Locus of Control, (3) Semantic Differential, and (4) achievement test. The achievement test was administered as a posttest only. The other instruments were used to gather both pretest and posttest data. The

data were compared in two ways--first, the two groups were compared on the four variables, and second, the four variables were compared within each group. Of the forty-nine null hypotheses tested, fifteen were found to be significant at the .05 level of significance.

The findings include (1) The proportion of students choosing business careers on the posttest was not significantly different between the groups, nor did a change occur during the semester in either group. (2) A significant difference was found to exist in the locus of control posttest means between the two groups. Significant changes occurred during the semester in all three scales for the "open-circuit" group, while only the "powerful others" scores changed significantly for the "on-campus" group. (3) The attitudes toward business, world of work, free enterprise, and employers were not significantly different between the two groups after completing introduction to business, nor did the attitudes change significantly during the semester in either group. (4) The achievement mean score was significantly higher for the "open-circuit" group. (5) For the "on-campus" students, the attitude coefficient related to the achievement scores and "internal" scores, but did not relate to "powerful others" and "chance" scores. Achievement scores did not relate to their locus of control scales. After categorizing the

"on-campus" students into "business career" and "non-business career" groups, no significant difference was found between the groups when comparing achievement, attitude, or locus of control scores. (6) For the "open-circuit" students, the attitude coefficient related to the achievement scores and "powerful others" and "chance" scores, did not relate to the "internal" scores. Achievement scores did not relate to "internal" and "powerful others" scores, but did relate to "chance" scores. After categorizing the "open-circuit" students into "business career" and "non-business career" groups, no significant difference was found between the groups when comparing achievement, attitude, "powerful others," and "chance" scores; however, a significant difference was found between the two groups in "internal" scores.

In conclusion both groups exhibited positive attitudes toward business, believed that some control resides within themselves, and proportionally chose business careers. The "open-circuit" group experienced a greater number of significant changes during the semester and scored a higher mean on the achievement test than the "on-campus" group.

The recommendations included (1) offering Introduction to Business for credit in community colleges by traditional and instructional television methods of instruction, (2) revising the course to reflect current changes that affect business operations, (3) using

community resources, (4) emphasizing positive attitudes toward business, and (5) sharing career information with students.

PROFILE OF A RETENTION PROGRAM FOR LOW INCOME FRESHMEN

Judith A. Cochran
Assistant Professor
Education Department
North Texas State University
Denton, Texas 76201

PROFILE OF A RETENTION PROGRAM FOR LOW INCOME FRESHMEN

ABSTRACT

This retention research first obtained a descriptive profile of certain demographic and academic characteristics of a population of low income freshmen. Students were randomly selected from the same population to participate in one of three retention services commonly provided at educational institutions: academic aid, counseling aid, no aid.(control) Pre and post test control group experimental research determined the effects of these services upon grade point averages, reading scores and attrition. Correlations were conducted among 17 demographic and academic characteristics.

The purpose of this study was to reduce attrition of low income freshmen. Attrition was not high enough to be statistically analyzed. Findings of this research provide suggestions for institutions interested in reducing student attrition.

PROFILE OF A RETENTION PROGRAM FOR LOW INCOME FRESHMEN

This study concentrated on reducing the attrition of the total population of low income freshmen at Arizona State University. The university knew that approximately 22% of its freshman class did not enroll for the sophomore year (Astin, 1972). Other studies at the university supported this general expectation. A sample of 548 of 5,012 freshmen was made and attrition was found to be 16% for the first semester. The study also stated that the attrition rate for minority freshmen was 50% higher than for other freshmen. (Lucky, 1970) The next year, a sample of 241 minority freshmen were found to have an attrition rate between 15.5 and 22.8 percent for the fall semester. Although there was no attrition data on low income freshmen, the population in this study was 40% minority and could be expected to have an attrition rate of between 15-20% for the first college semester.

It was determined then that this population would benefit from retention services. The question remained as to what the students needed and what service would contribute most to their retention. The first step was to identify the characteristics

of this particular student population.

The possibility of finding academic or non-academic predictors of attrition for this population was not certain. The usefulness of A.C.T. composite scores for predicting achievement and attrition of low income and regular freshmen had been found to be effective with white students but not with Blacks, regardless of income level. (Pedrini, 1973) In a study of many variables related to low income students' needs, especially environmental and family needs, Baber found no variable to differentiate the persister from the non persister. He concluded that no new basis had been discovered to identify students who might need special assistance. (Baber, 1970) When investigating academic and non-academic variables of probationary freshmen, Morrisey found that non-academic characteristics have a greater effect on attrition that academic variables. (Morrisey, 1971) In order to continue to gather information on predictors of attrition, a profile was obtained of both academic and non-academic variables which could be conveniently obtained from either financial aid or admission forms. In addition, demographic data not available from these two sources was gathered to determine whether more information would prove useful in predicting student attrition.

But what type of retention program should be used? There have been academic advising teams, summer camps, student tutorial programs, student-operated resource centers, academic tracking systems, and differential targeting of counseling efforts (Cochran, 1976). Most retention programs have academic or counseling aid as their focus based upon a belief in academic or non-academic factors as significant predictors to attrition. It was decided to offer both a counseling program with no academic aid and an academic program with no counseling aid.

The research then, combined both descriptors of academic and non-academic student characteristics with evaluation of programs to provide more direction to the university. Wolff's (1972) study at Colorado State University had investigated demographic and other variables for a population of 154 low income freshmen participating in a retention program. She found no significant relationship between G.P.A., college entrance scores, family income, enrollment at orientation program or amount and type of financial packaging. Discriminate analysis did not demonstrate significant difference on these variables between Fall persisters and those who left C.S.U. for academic and other reasons. Wolff's study, however, did not investigate the effectiveness of more than one retention

program or service for low income freshmen.

PURPOSE

The major purpose of this study was to investigate the effects of two student retention programs; counseling aid and academic aid upon the retention of seventy-one low income freshmen at Arizona State University. In order to design the retention programs to meet student needs and to consider potential academic and non-academic predictors of attrition, descriptive profiles of academic and demographic characteristics were obtained from one-hundred and ten low income freshmen.

PROCEDURE

This investigation was conducted in two stages. First the descriptive profiles of academic and demographic characteristics of the low income freshmen were obtained. A Pearson-product moment correlation was used on seventeen variables to ascertain the extent to which one variable could be used to predict the value of another variable. Results are shown in Table I.

In order to investigate the differences between low income freshmen and other freshmen, a comparison was made between responses of the research population and the 100 randomly selected

TABLE I

Significant Correlations Obtained on
Demographic and Academic Variables

	Sex	ACT Tot.	ACT Math	ACT Sci.	ACT Soc. Sci.	ACT Eng.	ND Total	Mother Ed.	Father Ed.
Sex			-.23	-.20					
A.C.T. Total						.82*	.73*		
Math	-.23	.74*		.60*	.53*	.53*	.49*		
Science	.20	.88*	.60*		.75*	.64*	.64*		
Soc. Sci.		.86*	.53*	.75*		.63*	.71*		
English		.82*					.67*		
ND Total		.73*							
ND Pre-test Comp.		.54*	.37*	.48*	.59*	.41*	.80*		
ND Post-test Comp.		.28*		.20*	.28*	.24			
ND Pre-voc. Test		.65*	.40*	.59*	.57*	.62*	.84*		
ND Post-voc. Test		.35*		.27*	.31*	.34*	.29*		
Mother's Education		.34*		.32*	.35*	.30*	.39*		
Father's Education		.34*	.24*	.28*	.24	.34*	.33*		
Size of Grad Class									
No. of Siblings		-.22		-.27*	-.20	-.21	-.22		
No. of Times Mov.									
Income									
Attendance									
College G.P.A.		.50*	.36*	.45*	.42*	.38*	.49*	.20	.22

* = Significant at .01 level (M>.254)

freshmen living in the dormitory. Results of this investigation are presented in Table II. In addition, attrition data was collected on 24 students who qualified for the research population but were not included due to participation in another tutorial program or inability to contact them prior to testing dates.

Measurements were taken on the 110 subjects using the Nelson Denny Adult Reading Test, the American College Achievement Test, and a questionnaire which obtained demographic data not available from other sources. Grades were converted to numbers and group G.P.A.'s were computed. A group correlation was found between G.P.A.'s and reading scores. Demographic data were recorded in percentile form. A.C.T. scores were averaged.

The second phase involved conducting the counseling program, the academic aid program and analyzing the experimental data relating reading scores, grade point averages and attrition. Each program met for one hour a week with no additional counseling or academic aid given after the meeting. The control group was pre- and post-tested and not contacted between testing. The counseling group was conducted by a psychologist from the counseling center at the university. The academic group was conducted by peer tutors who instructed in the area of mathematics, history, English, reading and study skills. Both counseling and academic treatments conducted sessions based upon a uniform

TABLE II

A Comparison between Research and Dorm Freshmen on Responses to the Cohort Questionnaire

	Research Population	Dorm Population
Parental Data		
Married	40%	40%
Div. or Sep.	24%	11%
Mother Deceased	6%	3%
Father Deceased	13%	7%
Mo. Remarried	10%	11%
F. Remarried	8%	11%
Not Reported	13%	35%
Parental Education ..Mother		
Less than H.S. diploma	34%	6%
H.S. diploma	40%	30%
Some College	13%	25%
College Grad.	4%	27%
Grad. degree	3%	6%
Not Reported	5%	4%
Parental Education ..Father		
Less than H.S. diploma	34%	12%
H.S. diploma	40%	18%
Some College	13%	21%
College Grad.	3%	24%
Grad. degree	5%	21%
Not Reported	5%	5%
Size of Home Town		
Under 1,000	8%	4%
1,000-5,000	7%	4%
5,000-25,000	19%	18%
25,000-100,000	20%	26%
100,000-250,000	4%	7%
over 250,000	40%	40%
Not reported	1%	1%
Size of H.S. Grad Class		
Less than 50	6%	3%
50-100	8%	4%
100-200	15%	17%
200-400	25%	13%
400-600	22%	36%
over 600	24%	27%
College Enrolled		
Lib. Arts	60%	65%
Education	0%	11%
Engineering	11%	21%
Business	13%	1%
Nursing	3%	1%
Fine Arts	6%	2%
Architecture	1%	0%
Doesn't Know	1%	1%
Ethnic Group		
Amer. Ind.	6%	17%
Black	21%	3%
Chicano	17%	10%
Oriental	3%	2%
Anglo	50%	82%
Other	2%	1%
Income		
Under $10,000	82%	14%
$10,000-$15,000	6%	19%
$15,000-$20,000	4%	14%
$20,000-$25,000	0%	11%
Over $25,000	0%	14%
Not Reported	6%	4%

format that utilized data collected in the student profile.

The experimental component utilized Campbell and Stanley's pre-test/post-test control group design. Equivalent groups were achieved by randomizing. Individuals were randomized into groups and groups were randomized into treatments. The experimental group size was limited by facility capacity and counselor request. The total experimental sample consisted of sixty males and fifty females with the largest number between the ages of seventeen and eighteen.

Chi-square was used to check the distribution of reading results and grade point averages among counseling, academic and control groups. Analysis of covariance was used to test increases in reading scores within the groups. Covariates were the Nelson Denny pretest and high school grades. The dependent variables were first semester college G.P.A.'s and the Nelson Denny test. The independent variables were the three treatments: academic aid, counseling aid and control group.

RESULTS

Attrition was not large enough to be statistically analyzed. However, a comparison was made between twenty-four students who qualified for participation in the study but were not included due to participation in another tutorial program or inability to contact them prior to testing dates. Results are shown in Table III.

TABLE III

Failed to Re-register	Dorm Population	Research Population
Second College Semester	13%	6%
Third College Semester	61%	29%

Descriptive profile data indicated that low income freshmen come from a family with an average of 3.5 siblings. The mother had a high school diploma and the father had less than a high school diploma. The family had moved an average of twice in the student's life and he had graduated from a high school class of between 200 and 400. Results are shown in Table IV, and V. A significant correlation at the .01 level of significance existed between low income freshmen initial Nelson Denny reading scores, college G.P.A. and all sections of the American College Test. Nelson Denny reading scores correlated positively with mother and father's educational level. Attrition was too low to consider statistically.

Although not statistically significant, reading scores and college grades were higher at the conclusion of the study for those receiving treatment than for the control group. College grade point averages were higher for research subjects

TABLE IV

Modal Demographic Profile

Size of High School Graduating Class	200-400
Number of Siblings	3
Times Family Moved	2
Father's Education	Less than High School Diploma
Mother's Education	High School Diploma
Average Family Income	Less than $6.000

TABLE V

Average Academic Profile of Achievement and Reading Scores and G.P.A. for Low Income Freshmen

	Mean	Standard Deviation
A.C.T. Composite	19.89	5.75
A.C.T. Math	19.96	10.43
A.C.T. Science	21.69	6.18
A.C.T. Social Science	19.74	7.06
A.C.T. English	18.01	5.56
Nelson Denny Adult Reading Pre-test (grade level equiv.)	12.48	2.60
College G.P.A.	2.26	.90

than for the total freshmen class average. Chi-square tests revealed no significant differences for post-treatment scores at the .05 level of significance for either G.P.A. or reading scores. Results are shown in Table VI and VII.

CONCLUSION AND IMPLICATIONS

This research's intent was to aid in early identification of potential drop outs through obtaining a descriptive profile of academic and non-academic predictors of attrition. Further, it conducted research on the effect of two retention services on the academic skills of reading, G.P.A. and attrition of low income freshmen.

The attrition rate was predicted to be between 15-20 percent. However, the attrition of this population was 6% and too low to be statistically analyzed. For the semester of the research and the following semester, the attrition rate was 50% less for the research population than for students who qualified for the study but were not included. Due to the low attrition, the descriptive profile of student characteristics did not contribute to determining academic and non-academic predictors of attrition. It did provide information about student characteristics of low income freshmen that can be compared with the characteristics of regular freshmen. In this study, low income freshmen have lower entrance scores, narrower

TABLE VI

Chi-Square -- Reading Scores

		Less than 1 Yr. Growth	Greater than 1 Yr. Growth	
Counseling	Observed	8	10	
	Expected	10.33	7.66	18
Academic	Observed	17	8	
	Expected	14.34	10.65	25
Control	Observed	10	8	
	Expected	10.33	7.66	18
		35	26	61

x^2 = 2.53 Not significant at .05 level

TABLE VII

Chi-Square Test of Grade Point Averages

Group/ G.P.A.		.0-1.9 G.P.A.	2.0-2.9 G.P.A.	3.0-4.0 G.P.A.	
Counseling	Observed	8	9	2	19
	Expected	5.8	9.1	5.1	
Academic	Observed	10	9	11	30
	Expected	9.2	12.6	8.0	
Control	Observed	5	14	7	26
	Expected	7.9	11.1	7.1	
		23	32	20	75

x^2 = +6.55 not significant at the .05 level.

career choices and a greater percentage of parents with lower educational levels and higher single parent families. Identified characteristics rather than assumed characteristics were useful in designing retention programs. The significance of these differences will need to be evaluated through further research. Although not statistically significant, this research population made improvement in reading scores and obtained higher grade point averages than the control freshman population. The significant correlation of grade point averages with A.C.T. scores and reading scores would suggest greater academic success for research population as a result of participation in this retention study. Both retention services were based upon the profile of student characteristics. The programs paralleled in no other way. It could be implied that retention programs based upon the profiles of student characteristics are effective in reducing student attrition.

This study suggests that any retention program, even though it provides minimal service, is a factor which contributes to student's retention. Had one retention program proved more effective than another, further description and research would have been warranted on specific variables utilized.

It seems however that attention alone can significantly reduce attrition. Colleges and universities then that are seeking to reduce attrition for this population should be

encouraged to coordinate the date they have already collected on financial aid and admission forms to identify potential drop outs. Further, it is suggested that research rather that descriptions of retention services offered could provide direction for universities. Although not conclusive, the findings of this research indicate that in order to reduce student attrition,universities should not be as concerned about the approach of the retention service as they should be about insuring that retention services are provided.

REFERENCES

Astin, Alexander W., College Drop Outs: A National Profile American Council on Education, Washington, D.C., Vol 7, No. 1, 1972.

Alfred, Richard, "Profile Characteristics of Entering Students: 1974-75." New York City Community College, Brooklyn, N.Y., Ap. 1975.

Baber, Buford, Caple, Richard, "Educational Opportunity Grant Students: Persisters and Non-Persisters," Journal of College Student Personnel: 11; 2; 115-118, March 1970.

Campbell, Donald T. and Julian Standley, Experimental Design for Research, Chicago; Rand McNally, 1972.

Cochran, Judith, "Student Retention Programs at Land Grant Colleges and Universities; a Survey." Paper read at the Annual Meeting of Vice Presidents of Land Grant Colleges and Universities, 1975.

Hafner, Lawrence E., "Improving Grade Point Averages Through Reading Study Skills Instruction," Journal of Reading Behavior, 3;57-59, Fall, 1971.

Lucky, William, "Student Attrition (Freshmen 1969-1970)." Unpublished report, Office of Student Probationary Affairs, Arizona State University, 1971.

Morrisey, Robert J. "Attrition in Probationary Freshmen." Journal of College Student Personnel; 12; 4; 279-285, July, 1971.

Pedrini, Bonnie, Pedrini, D.T., "The Usefulness of A.C.T. Scores in Predicting Achievement and Attrition Among Disadvantaged and Regular Freshmen: A Survey and Study." 1973.

Shell, Leon. "Compilation of Ethnic and Minority Groups, 1970-1971." Unpublished Report, Office of Student Affairs, Arizona State University, 1971.

READING ACHIEVEMENT OF LOW INCOME COLLEGE FRESHMAN AS RELATED TO PERSONALITY CHARACTERISTICS

Judith A. Cochran
Assistant Professor
Education Department
North Texas State University
Denton, Texas 76201

ABSTRACT

This study investigated the relationship between reading achievement and personality factors for 78 randomly selected low income college freshmen. Findings indicated that 1.) there was a consistent relationship among disabled readers on five personality factors, 2.) there was a difference between low readers and average readers on personality factors, 3.) there was a difference between personality characteristics of disabled male readers and disabled female readers. The investigator concluded that there was a relationship between reading achievement and personality characteristics for adults and hypothesized that in some instances reading disability might well be predicted and remediated considering personality factors. It was recommended that further investigations be designed to explore the causal relationship between specific personality factors and reading achievement.

BACKGROUND

It has long been debated whether first graders had emotional problems before learning to read or the reading disability caused emotional problems. While the debate on the causal relationship between reading problems and emotional problems continues, the assumption that personality factors influence children's reading been considered valid and researched by many. (Cohn, 1968, Watson, 1969, Gluck, 1972)

However, investigations with adult personality characteristics and reading deficiencies have been scarce. Those that have been conducted relate to more global characteristics such as field dependence or independence as it effects comprehension, word recognition and comprehension rate. (Gardner & Long, 1961, Davey, 1976) The adult provides a consistent personality structure from which to examine characteristics developed either to combat reading difficulties or those personality traits that fostered difficulties in reading. The causal debate is the same for deficient adult readers but the opportunity to identify specific characteristics is more readily available.

This study was conducted as part of a pilot program of academic and counseling assistance for 110 low income freshmen at Arizona State University. The purpose of the program was to determine procedures that might facilitate integration of these students into a large university.

In order to provide a more individualized assessment of student's needs, each of the randomly selected students was given the Nelson Denny Adult Reading Test and the Cattell 16 Personality Factor Test. It was postulated that when establishing counseling and academic assistance programs, individual personality dimensions would be significant in planning the curriculum. The group personality profiles which emerged for disabled readers led to the investigation of personality profiles of average readers from the same sample. It was the purpose of this study to describe the personality traits that appeared as deviant from the norm for disabled and average readers who were low income freshmen.

PROCEDURE

The sample consisted of 39 males and 37 females. Seventeen males and 18 females read below grade level while 23 males and 20 females read at or above 12.0 grade level. Group personality profiles were prepared for the following categories of students from the total sample of those who completed both the reading and personality tests.

1. Female student reading at 12.0 grade level or above. (N=20)
2. Male students reading at 12.0 grade level or above. (N=23)
3. Female students reading below 12.0 grade level (N=18)
4. Male students reading below 12.0 grade level (N=17)

Individual scores for each group were complied on a profile. The average was then taken to establish whether the group score was deviant from the standardized average stanine score.

FINDINGS

It was determined from analysis of the profiles that scores did not deviate below the 5th stanine and above the 6th stanine for the total sample. However when grouped according to reading scores, deviations from the test norms [illegible] several scales occured. The following tables describe where deviations occured and what the scales attempt to measure according to Cattell.

TABLE I

Personality Factors that Deviate from Cattell's Standardized 16 Personality Factor Norm for Low Reading Male and Female Readers

Low Reading Males (N=17)	(B)	Lower scholastic mental ability
	(C)	Lower ego strength, affected by feelings, emotionally less stable, prone to become emotional when frustrated, changeable in attitude and interests, evasive of responsibilities and worrying.
	(E)	Submissive, obedient, easily led, conforming and accommodating, considerate and diplomatic, expressive and easily upset by authority.
	(N)	Naivete, genuine but socially clumsy, spontaneous and natural, emotionally involved, lacking self-insight, unskilled in analyzing motives, content with what comes and shows a blind trust in human nature.
Low Reading Females (N=18)	(E)	Submissive, obedient, easily led, conforming and accommodating, considerate and diplomatic, expressive and easily upset by authority.

TABLE II

Personality Factors that Deviate from Cattell's Standardized 16 Personality Factor Norm for Competent Male and Female Readers

Competent Reading Males (N=23)	(A)	Reserved, detached, critical and aloof, preference for working alone with exacting objective response and a rejection of compromise.
Competent Reading Females (N =20)	(L)	Suspicious, hard to fool.
	(Q3)	High self concept control, shows socially approved character responses, self-control, persistence, foresight, consideration of others, conscientionsness, and regard for ettiquette and social reputations.

DISCUSSION AND IMPLICATIONS

Behavior in a classroom, particularly a college classroom, can not always afford optimum conditions for observing the many dimensions of personality coping factors. Since remediation on a college level is dealing with a relatively solidified adult personality structure, including a personality test as a component of reading diagnosis recognizes the individuality of the student and facilitates the structuring of a more effective remedial reading program.

Although the results of a sample of 78 on one personality test can be at best tentative, some unusual hypothesis can be made. This study found that low reading males and females shared only one personality factor; submissiveness. No other common personality factor

was found either between or among the sexes irregardless of reading ability. And when pooled, no personality factor deviated from the norm for the total group. It could be implied that submissiveness would keep these low readers from asking for help. It could also indicate as considerate, diplomatic, obedient students, their below average reading scores reflect the effectiveness of the reading instruction they have had. At any rate, it would seem valuable to examine with additional research the agreement on the submission scale which might be a consistent characteristic of low reading adults.

Further research could focus on personality assessment as a component of remedial prediction and diagnosis as evidenced by the consistent group deviations which occured. Distinct scale differences between males and females might also indicate a need for sex differentiated curriculum; particularly in remediation. The data of this study merely indicates that personality factors occur concurrently more often than would be expected by chance when grouped according to reading ability. Further investigations are needed to explore the causal relationship between specific personality factors and reading achievement.

REFERENCES

Cohn, M.L. "Field Dependence-Independence and Reading Comprehension." Dissertation Abstracts, vol.29 (2A) (1968) pp. 476-77.

Davey, B. Perceptual Style and Reading Achievement of University Students. Reading Research Report N. 11. College Park Md; Reading Center, College of Education, University of Md. 1976.

Gardner, R. and R. Long, "Field-Articulation in Recall." Psychological Record, vol. 7 (1961) pp. 305-10.

Gluck, E. Psychological Differentiation and Reading Achievement in First Grade CTildren. Unpublished doctoral dissertation, Boston University, 1972.

Watson, B. L. Field Dependence and Early Reading Achievement. Unpublished doctoral dissertation. University of California, Los Angeles, 1969.

SENIOR CITIZENS PROGRAMS IN TEXAS COMMUNITY COLLEGES: CURRENT STATUS AND FUTURE PROJECTIONS

Most Texas community colleges do have senior citizens programs. Obviously these programs exist at many different levels of development. Texas community colleges exhibit a strong trend toward an increased offering of programs and services to older Texans. Senior citizens have become and will continue to become an increasingly larger segment of the population whose needs must and should be served by the community colleges of this country.

A very recent study of senior citizens programs in this state revealed that they have emerged from the embryo and are continuing to grow rapidly. A few schools actually have mature and complete programs for older Americans. Only five Texas community colleges presently have no specifically designated programs for senior citizens. The remaining forty-eight schools almost without exception not only have programs, but were intent on expanding their programs and increasing their services to this growing segment of the community.

Program Components

Outlined below are the steps that a school might wish to follow in implementing or increasing its senior citizens program.

1. The board of trustees and the administration should make a philosophical commitment that senior citizens are a valid target area to be served by the community college.
2. A Director of Senior Citizens Activities should be appointed to direct these activities. He should be responsible directly to the Dean of Community Services. This director should hopefully have a background in senior citizens programs, but this is not as important as a commitment to the elderly and a firm belief in their place in the community college. His training can come later or on the job.
3. An advisory committee should be organized to work with the Director of Senior Citizens Activities. This advisory committee should meet frequently and regularly. The composition of this committee should be primarily senior citizens themselves.
4. The administration should provide a specific budget for senior citizens programs.
5. Gold card services are a most valuable and rather inexpensive service for senior citizens. Gold cards are identification tags that permit the bearers to use the library and other college facilities, and to attend various college activities at no charge. Gold cards make older Americans feel that they are an important part of college activities.

6. Reduced tuition for senior citizens is an important service offered at many institutions.
7. Free tuition for senior citizens on a space-available basis is a valuable program component for senior citizens. Such individuals are usually considered auditors and are not enrolled for credit.
8. Pre-retirement education is an organized learning experience provided individuals just prior to retirement. These programs endeavor to prepare individuals to cope with their forthcoming change in routine.
9. Courses in wills, estates, medicare, and insurance settlements should be developed for the elderly. Community colleges can provide a very popular and beneficial service in this area.
10. Retirement education and leisurely activities are a viable senior citizens program component. Social and recreational activities are widely enjoyed and participated in by senior citizens. Under optimum conditions, retirement education is an ongoing process.
11. Courses and programs for senior citizens in retirement centers away from the campus have proven very popular. Since transportation is a major problem for many older Americans, a number of colleges now take their programs to the seniors with great success. Such courses in retirement centers are an excellent service of the Community College.
12. Jobs on campus for senior citizens are provided by some community colleges. The wages are not high and the work is part time, but nevertheless, employed senior citizens feel a sense of accomplishment and productivity. This program should expand in the next few years as more funds become available in this area.
13. The community college can serve as a catalyst in organizing numerous and varied volunteer activities for seniors. Volunteer counseling and tutoring at the community college are excellent ways of providing worthwhile activities for the seniors that can reap benefits for the college as well.
14. Transportation for senior citizens to campus activities is a worthy endeavor for community colleges to undertake. As previously noted, many very able senior citizens are quite limited simply because they do not have transportation.
15. A telephone reassurance service means a great deal to many shut-ins and other partially immobile seniors. This service can be provided at relatively little cost and usually a group of senior volunteers can provide it.
16. Monthly (or periodic) newspapers written especially for senior citizens are published by some community colleges. The news consists of forthcoming happenings and events of special interest to older persons.
17. Training for administrators and employees of long-term health-care facilities is offered by several community colleges. The cost of getting such a program started is extensive but federal money is usually available for such programs.

FUNDING

One of the major obstacles to successful senior citizens programs is obtaining adequate funding. Most of the programs for senior citizens do not pay for themselves directly. This means that funding through Title III of the Older Americans Act and Title XX are available to many community colleges. Mr. Bill Moseley, Vice-President for Academic Affairs, at Paris Junior College (214-785-7661) has enjoyed unusual success in procuring various federal grants and would answer additional questions in this area.

COMMITMENT

More and more community colleges are developing meaningful programs for senior citizens. For these programs to be really successful, the administration and board of trustees must be thoroughly convinced that senior citizens are a part of the population that should be served by the community college.

When the institutional philosophy reflects a genuine concern for the needs of the older Americans, the two-year institution will best be able to provide the services that these senior citizens need and deserve. Again, a determined commitment that senior citizens programs and services belong in the community college is absolutely prerequisite to the development of good programs. Hopefully, this philosophical commitment will be forthcoming. If such is the case, the programs for senior citizens in the community colleges of Texas will grow and expand rapidly.

Bill Campion
Center for Community College Education
East Texas State University
April, 1977

FACULTY STATUS IN THE PUBLIC COMMUNITY AND JUNIOR COLLEGES OF TEXAS

John Thomason, Research Assistant
Center for Community College Education

The Center for Community College Education has recently completed its study of faculty status in Texas public community and junior colleges. This study, conducted at the request of the Texas Association of Community and Junior College Instructional Administrators, was similar to one conducted by the Center during the 1973-74 school year. Eighty-three percent of the population colleges participated in this year's study. These responding institutions account for approximately 85% of the full-time faculty in the public community and junior colleges of Texas. The findings of this year's study follow. Figures in parentheses in the tables are the corresponding results from the 1973-74 study where such figures are available.

Faculty Description

Several items on the questionnaire used in the study were aimed at determining certain descriptive information about the faculty members themselves. With regard to level of education, full-time and part-time faculties were categorized as follows:

Highest Educational Level Attained	% of Full-time Faculty	% of Part-time Faculty
No baccalaureate degree	9% (7%)	13% (11%)
Bachelor's degree	10% (13%)	29% (20%)
Master's degree	37% (40%)	42% (51%)
Master's plus 24 hours	20% (20%)	7% (7%)
Master's plus 48 hours	15% (11%)	4% (4%)
Doctorate	8% (8%)	5% (6%)

The breakdown of faculty according to their previous employment is summarized in the following table.

Employment Background	% of Full-time Faculty	% of Part-time Faculty
Teaching in a four-year college	9% (9%)	4% (5%)
Teaching in a secondary school	33% (34%)	30% (33%)
Graduate school student	21% (21%)	9% (9%)
Retired military service	3% (5%)	4% (6%)
Business and industry	24% (21%)	52% (44%)
Teaching in a community college	11% (11%)	2% (2%)

Editor's Note:

This report is reprinted from The Open Door Newsletter published by the Center for Community College Education, ETSU, April, 1977.

Our appreciation to Dr. Jim Tunnell for having directed the Faculty Status Study this year and on two previous occasions.

The following breakdown of full-time faculty by age group was found.

Age	% of Full-time Faculty
25 and under	2% (3%)
26-30	13% (18%)
31-35	20% (22%)
36-40	21% (17%)
41-45	16% (15%)
46-50	12% (10%)
51-55	8% (8%)
56-60	5% (4%)
61 and over	3% (3%)

Faculty Loads

Teaching loads have remained largely unchanged since the 1973-74 study. This year 61% of the institutions reported using contact hours as a means for determining full teaching loads with an average of 23 contact hours being required. Ninety-three percent use credit hours as a basis with an average of 15 credit hours constituting a full teaching load. These two percentages total more than 100% because a number of institutions use both bases depending on the type of course. With regard to the percentage of faculty having more than 20 contact hours, the state average this year is 24%, double the 12% reported in the 1973-74 study. The average number of contact hours assigned occupational faculty according to this year's study is 23 while in 1973 it was 25.

A number of institutions consider factors other than contact or credit hours in determining teaching loads. Twenty-five percent consider class size, 23% consider instructional format, 23% consider number of preparations, and 16% consider the number of new preparations. Eleven percent of the institutions reported this year that they require faculty to take reduced loads and salaries while taking graduate courses.

A question which arises rather frequently in determining teaching loads is how lab hours are to be equated with lecture hours. This year, 52% of the responding institutions reported using a 2:1 ratio, 34% use a 3:2 ratio, and 14% use some other formula including a 1:1 ratio at several colleges. These figures represent a decline of 15 percentage points in the use of the 2:1 ratio, an increase of 4 percentage points in the use of the 3:2 ratio, and an increase of 11 percentage points in the use of other formulas over the past three years.

In addition to the required direct instructional loads, 91% of the colleges in this year's study reported requiring faculty to be on campus additional hours. On the average, 14 out-of-class, on-campus hours are required of faculty at these colleges. According to the 1973 study, most of the community and junior colleges at that time required 10 hours or less out-of-class and on-campus. Of those colleges requiring such hours this year, 45% reported that some of these hours are designated as "closed" or for "other activities" and therefore not open to students.

The average class sizes have remained relatively stable over the past three years. This year's study shows that English composition classes average 26 students; other communications classes, 25 students; social science classes, 33 students; humanities classes, 27 students; vocational classes, 19 students; technical classes, 20 students; science classes, 33 students; mathematics classes, 27 students; basic or developmental classes, 20 students; physical education classes, 26 students; music classes, 17 students; and drama classes, 16 students.

Eighty-two percent of the institutions in this year's study require their full-time faculty to be available for teaching in the evening. This is almost identical to the corresponding result three years ago. On the average, about 28% of the full-time faculty are assigned evening classes as part of their regular assignment while about 16% receive extra pay for teaching evening classes as overloads. Since some teachers have evening classes as both part of their regular assignment and as overloads, these two percentages total more than 100%. A new item on this year's questionnaire found that 64% of the colleges require faculty to be available for teaching courses off-campus.

The current study found that 98% of the responding institutions allow faculty members to carry overload assignments for extra pay. The average number of overload credit hours allowed by these colleges is 3.4. Compensation for the overload hours averaged out at $227 per semester hour, up about 32% over the rate reported in 1974. This year's study indicates that 26% of the community and junior college faculty members actually carry overloads.

Professional Growth

The following listing indicates the extent to which full-time faculty members are encouraged or required by their colleges to participate in various professional growth activities.

Professional Growth Activity	% of Colleges Requiring	% of Colleges Encouraging
College credit courses	23% (29%)	77% (71%)
In-service programs	64% (63%)	36% (37%)
Workshops	16% (9%)	84% (91%)
Attendance at professional meetings	9% (6%)	91% (94%)
Travel	2% (0%)	75%(100%)
Visitations to other colleges	0% (6%)	91% (94%)
Writing for publication	0% (0%)	45%(100%)
Curriculum development projects	20% (18%)	73% (82%)
Sabbatical leaves	0% (0%)	20%(100%)

The following table shows the percentage of institutions providing various kinds of incentives to faculty members to undertake their own improvement.

Incentive	% of Colleges Providing
Regular salary schedule increment	95% (91%)
Travel and per diem	98% (89%)
System of merit pay	16% (17%)
Arranging for substitute teacher	70% (66%)
Arranging for publicity of instructor's achievements	80% (77%)
Funding of special projects	52% (43%)
Staff development salary increment (credit for in-service activities)	34% -

When asked if they had a regularly scheduled program of in-service, 79% of this year's respondents answered yes as compared with 68% answering yes in the 1973-74 study. Of those responding yes this year, the following percentages indicated using the various kinds of in-service programs shown below.

Kind of In-service Program Used	% of Colleges Using
Conferences	57% (71%)
Consultant services	68% (79%)
Demonstration teaching	16% (29%)
Exchange teaching	5% (0%)
Intervisitations	34% (29%)
Extension or evening courses	39% (33%)
Faculty meetings	77% (79%)
On-going orientation program	50% (67%)
Preparation and evaluation of instructional materials	66% (75%)
Faculty reports on innovative projects they are conducting	57% (71%)

Regarding the evaluation of faculty, the following percentages of institutions reported using the methods listed.

Method of Evaluation	% of Colleges Using
Student evaluation	89%
Self-evaluation	59%
Peer-evaluation	18%
Evaluation by supervisor	95%
Annual evaluation conferences of instructor with supervisor	75%
Statement of conference results signed by instructor and supervisor	55%
Direct classroom observation	50%

Regarding annual evaluation conferences, 67% of the responding institutions indicated holding such meetings with all faculty members while the remaining 33% hold these conferences only with marginally-performing faculty members. Forty-seven percent of the colleges reported that their faculty formally evaluate their supervisors. These items regarding evaluation were not included in the 1973-74 study.

Tenure and Rank

Sixty-six percent of the colleges returning questionnaires this year reported having faculty tenure policies. Of those reporting tenure, 31% grant tenure after three years, 38% grant tenure after five years, 14% reported tenure is granted by the president only, 10% reported that tenure is granted by faculty committee with the president's approval, 52% indicated that tenure is granted by the president after departmental recommendation, and 21% grant tenure in the form of continuing contracts renewable every three years.

In this year's study, 28% of the responding institutions reported having a faculty rank system. Of the colleges using such systems, 25% report that rank is related exclusively to salary. Both the results regarding rank and those regarding tenure are almost identical to corresponding results of the 1973-74 study.

Compensation

The 1976-77 average nine months salary for full-time instructional personnel was found to be $15,906. This is an increase of 32% over the average salary of $10,519 being paid three years ago. With regard to faculty salary schedules, minimum and maximum nine months salaries, annual increments, and number of increments allowed were requested for five categories of educational level. The following table summarizes the responses.

The following table shows the percentage of institutions providing various kinds of incentives to faculty members to undertake their own improvement.

Incentive	% of Colleges Providing
Regular salary schedule increment	95% (91%)
Travel and per diem	98% (89%)
System of merit pay	16% (17%)
Arranging for substitute teacher	70% (66%)
Arranging for publicity of instructor's achievements	80% (77%)
Funding of special projects	52% (43%)
Staff development salary increment (credit for in-service activities)	34% -

When asked if they had a regularly scheduled program of in-service, 79% of this year's respondents answered yes as compared with 68% answering yes in the 1973-74 study. Of those responding yes this year, the following percentages indicated using the various kinds of in-service programs shown below.

Kind of In-service Program Used	% of Colleges Using
Conferences	57% (71%)
Consultant services	68% (79%)
Demonstration teaching	16% (29%)
Exchange teaching	5% (0%)
Intervisitations	34% (29%)
Extension or evening courses	39% (33%)
Faculty meetings	77% (79%)
On-going orientation program	50% (67%)
Preparation and evaluation of instructional materials	66% (75%)
Faculty reports on innovative projects they are conducting	57% (71%)

Regarding the evaluation of faculty, the following percentages of institutions reported using the methods listed.

Method of Evaluation	% of Colleges Using
Student evaluation	89%
Self-evaluation	59%
Peer-evaluation	18%
Evaluation by supervisor	95%
Annual evaluation conferences of instructor with supervisor	75%
Statement of conference results signed by instructor and supervisor	55%
Direct classroom observation	50%

Regarding annual evaluation conferences, 67% of the responding institutions indicated holding such meetings with all faculty members while the remaining 33% hold these conferences only with marginally-performing faculty members. Forty-seven percent of the colleges reported that their faculty formally evaluate their supervisors. These items regarding evaluation were not included in the 1973-74 study.

Tenure and Rank

Sixty-six percent of the colleges returning questionnaires this year reported having faculty tenure policies. Of those reporting tenure, 31% grant tenure after three years, 38% grant tenure after five years, 14% reported tenure is granted by the president only, 10% reported that tenure is granted by faculty committee with the president's approval, 52% indicated that tenure is granted by the president after departmental recommendation, and 21% grant tenure in the form of continuing contracts renewable every three years.

In this year's study, 28% of the responding institutions reported having a faculty rank system. Of the colleges using such systems, 25% report that rank is related exclusively to salary. Both the results regarding rank and those regarding tenure are almost identical to corresponding results of the 1973-74 study.

Compensation

The 1976-77 average nine months salary for full-time instructional personnel was found to be $13,906. This is an increase of 32% over the average salary of $10,519 being paid three years ago. With regard to faculty salary schedules, minimum and maximum nine months salaries, annual increments, and number of increments allowed were requested for five categories of educational level. The following table summarizes the responses.

	Bachelor's		Master's		Master's + 24		Master's + 48		Doctorate	
Nine Months Salary	Average Minimum	Average Maximum	Average Minimum	Average Maximum	Average Minimum	Average Maximum	Average Minimum	Average Maximum	Average Minimum	Average Maximum
	$9794. ($7703.)	$12798. ($9863.)	$10619 ($8381.)	$14060. ($10989.)	$11372. ($9045.)	$15136. ($12025.)	$11972. ($9687.)	$16227. ($12309.)	$12700. ($10329.)	$17460. ($13962.)
Average Increment	$273. ($222.)		$269. ($235.)		$272. ($231.)		$275. ($256.)		$293. ($242.)	
Av. No. of Increments	10 (9)		12 (12)		14 (13)		15 (15)		16 (19)	

All of the colleges participating in the study partially or wholly finance certain fringe benefits for faculty members. The following table indicates the percentage of institutions providing various fringe benefits for full-time or part-time faculty. Comparable figures for part-timers were not obtained in the 1973-74 study.

Fringe Benefit	% of Colleges Providing for Full-timers		% of Colleges Providing for Part-timers
Medical insurance	89%	(63%)	2%
Faculty travel (to professional meetings, workshops, etc.)	100%	(97%)	9%
Sick leave	98%	(97%)	7%
Secretarial assistance	86%	(89%)	20%
Dental insurance	2%	-	0%
Maternity leave	68%	(66%)	0%
Military leave	36%	(40%)	0%
Reserved faculty parking	70%	(63%)	22%
Social security	48%	(54%)	9%
Life insurance	75%	(63%)	0%
Sabbatical leave	25%	(23%)	0%
Bereavement leave	82%	(69%)	4%
Reduced or free tuition	46%	-	5%

Part-time Faculty

Some information regarding part-time faculty was presented on the first page of this report and in the preceding table. Additional findings concerning part-timers follow.

The current Faculty Status Study confirmed the findings of other reports that part-time faculty members are playing a greatly increased role in community and junior colleges. In the 1973-74 study, the number of part-time faculty was approximately 56% of the number of full-time faculty. In the current study, their number has increased to 97% of the number of full-time faculty. Of course, the use of part-timers varies greatly from institution to institution. Further, it should be noted that the preceding figures and comparisons are in terms of headcounts. In terms of actual teaching loads, part-timers currently account for little more than 26%.

The increased use of part-time faculty has been accompanied by some increased attention to their orientation. In the 1973-74 study, only 46% of the institutions reported having formal orientation for their part-time instructors. This year that percentage has increased to 60%. However, the average length of that orientation is only five hours. Topics which are included in these orientations by more than half of the colleges having them are attendance policy, grading policy, student body description, counseling and guidance program, content of courses to be taught, institutional philosophy, availability of media, and business office procedures and policies.

With regard to out-of-class activities required of part-time faculty, this year's study revealed that 48% of the institutions require their participation in departmental meetings, 36% require their attendance at general faculty meetings, 27% require them to keep office hours, and 9% require their participation on committees.

****

RESEARCH GRANT

IMPACT OF ADMINISTRATIVE CLIMATE, INSTRUCTION, AND COUNSELING ON CONTROL EXPECTANCY, ANXIETY, AND COMPLETION RATE OF POST-SECONDARY EDUCATIONALLY DISADVANTAGED AND MINORITY VOCATIONAL/TECHNICAL STUDENTS

Submitted to: U.S. Office of Education (Vocational Education)
Application Control Center
400 Maryland Avenue, S.W.
Washington, D.C. 20202
ATTN: 13.498

Submitted by: John E. Roueche, Ph.D.
Community College Leadership Program
Educational Administration
The University of Texas at Austin
Austin, Texas 78712

Victor H. Appel
Department of Educational Psychology
The University of Texas at Austin
Austin, Texas 78712

Period of the Study: July 1, 1975 through December 29, 1976

ABSTRACT

One of the most serious problems in vocational technical education across the U.S. today is increasing the completion rate as one step in the career development of the many people who aspire to vocational careers. These new students are permeating all levels of post-secondary education, but little has been done to look at the overall effect of instructional design, counseling, and administrative climate on the completion rates of these students. The purpose of this project was to look at the interaction effect, the total effect, and the individual effect of administrative climate, individualized instruction, and counseling for internality on the completion rates, control expectancy, and similar characteristics of high risk students.

Process or Approach. The methodology used in individualized instruction followed modifications of the systems approach to instruction (see Appendix A). Counseling for internality included strategies derived from research known to increase internality in individuals synthesized into the basic framework of the reality therapy process model.

The goal setting intervention was a modification of the Delphi technique developed by George Baker for community college and vocational educators.

The overall design of the project includes the utilization of linear models analysis comparing the differential results on a pre- and post-test design of the three different treatment effects in six different schools. Two schools received the full treatment of the administrative intervention, counseling and individualized instruction; two schools received the administrative

intervention only; and two schools served as control schools. Pre- and post-test measures included the instruments, Student Reactions to College, the Institutional Goals Inventory, the Adult Nowicki-Strickland Internal-External scale, the Work Values Inventory, and the Ohio Vocational Interest Survey.

The project annual report is available upon request.

SOUTHWEST TEXAS STATE UNIVERSITY

RESEARCH STUDIES IN PROGRESS

Researcher: Dr. Milton L. Smith, Professor and Director
Junior College Education

Topic: The Two-Year College and the Ph.D. Surplus

Description: The proposed study is designed to assess the impact of the public two-year college on the Ph.D. surplus in the nation. Each of the 1000 plus public two-year colleges will be surveyed to determine: (1) the number and per cent of new, full-time faculty members employed for the 1977-78 academic year who held a doctorate; (2) the number and per cent of the new, full-time administrators employed for the 1977-78 academic year who held a doctorate; (3) the number and per cent of new, full-time combination teaching-administrative positions for the 1977-78 academic year which were filled with persons holding a doctorate; and (4) the conditions under which more doctoral degree holding persons would be employed by public two-year colleges.
Results will be analyzed to determine present and potential future impact of the two-year college on the Ph.D. surplus.

Researcher: Mr. James T. McManus, M.Ed. Candidate

Topic: A Survey of Physical Education in Developmental Programs of Junior Colleges

Description: The purpose of this study is to survey a sample of the major community colleges in the nation to determine to what extent physical education classes are being utilized as an integral part of developmental/remedial programs. Two questions indicate the focus of the study: (1) What is being done through physical education activities to aid the developmental/remedial student? and (2) What can be done through physical education activities to aid the developmental/remedial student? The two largest community colleges in each of the fifty states will comprise the sample to be surveyed.

NORTH TEXAS STATE UNIVERSITY

RESEARCH STUDIES IN PROGRESS

Researcher:	John Lolley
Topic:	THE KINDS AND AMOUNTS OF INSTRUCTIONAL RESOURCES USED BY VOCATIONAL-TECHNICAL FACULTY AT TARRANT COUNTY JUNIOR COLLEGE--SOUTH CAMPUS, FORT WORTH, TEXAS
Researcher:	Kirby Cox
Topic:	SELECTIVE ADMISSION PROCEDURES FOR ALLIED HEALTH PROGRAMS IN THE COMMUNITY COLLEGE
Researcher:	Nancy Dixon
Topic:	A DETERMINATION OF THE COMPETENCIES NEEDED BY SUPERVISORS FOR THE SUPERVISION OF INSTRUCTION WHICH IS CONDUCTED BY PART-TIME FACULTY IN A SELECTED COMMUNITY COLLEGE DISTRICT
Researcher:	Alevne Hegar
Topic:	THE RELATIONSHIPS BETWEEN MOTIVATIONAL CHARACTERISTICS AND ALTERNATIVES IN STRUCTIONAL MODES IN A COMMUNITY COLLEGE INTRODUCTORY PSYCHOLOGY COURSE
Researcher:	Kathy Hegar
Topic	A COMPARISON OF THE CAREER INTEREST, FOCUS OF CONTROL, ATTITUDE, AND ACHIEVEMENT SCORES OF COMMUNITY COLLEGE INTRODUCTION TO BUSINESS "ON CAMPUS" STUDENT AND "OPEN CIRCUIT" INSTRUCTIONAL TELEVISION STUDENTS
Researcher:	Mostafa Hedayatnia
Topic:	MANAGING HIGHER EDUCATION BY OBJECTIVES
Researcher:	Peter Irwin
Topic:	THE ROLE AND FUNCTION OF A MID-MANAGEMENT INSTRUCTOR/ COORDINATOR AS PERCEIVED BY THREE SELECTED GROUPS

Researcher:	Mike Mayall
Topic:	ATTITUDES OF COLLEGE AND UNIVERSITY PERSIDENTS AND SCHOOL SUPERINTENDENTS IN THE SOUTHEAST TOWARDS EXTERNAL DOCTORATE DEGREES AND PROGRAMS
Researcher:	Van Parker
Topic:	A STUDY OF LEADER BEHAVIOR AND SUBORDINATE JOB SATISFACTION IN STUDENT DEVELOPMENT
Researcher:	Morris Paschall
Topic:	A STUDY OF SELECTED PERSONAL LEADERSHIP STYLES IN THE MANAGEMENT OF COLLEGES AND UNIVERSITIES WITHIN THE STATE OF TEXAS
Researcher:	Joe Birmingham
Topic:	THE ATTITUDES OF PRESIDENTS AND CHIEF ACADEMIC OFFICERS TOWARD FACULTY COLLECTIVE BARGAINING IN TEXAS COMMUNITY AND JUNIOR COLLEGES

THE UNIVERSITY OF TEXAS AT AUSTIN

RESEARCH GRANT

INSTALLATION AND ASSIMILATION OF EDUCATIONAL INNOVATIONS IN VOCATIONAL/TECHNICAL PROGRAMS WITHIN POST-SECONDARY INSTITUTIONS

Submitted to: U. S. Office of Education (Vocational Education)
Application Control Center
400 Maryland Avenue, S. W.
Washington, D. C. 20202
ATTN: 13.498

Submitted by: Victor H. Appel, Ph. D.
Department of Educational Psychology
The University of Texas at Austin
Austin, Texas 78712

John E. Roueche, Ph. D.
Department of Educational Administration
The University of Texas at Austin
Austin, Texas 78712

Period of the Study: July 1, 1976 through December 31, 1977

Amount Received: $157,616

ABSTRACT

There is extensive evidence that many meritorious research developments applicable for use in post-secondary institutions are not successfully installed or assimilated in many of the target institutions where they could be of considerable value. The result is that extensive research and development funds are not being optimally utilized. The dissemination (diffusion) of educational innovations has become a matter of serious urgency. Unfortunately, relatively little research has been directed within community colleges to an examination of the factors which facilitate or inhibit successful incorporation of innovation.

It is the intent of this project to do an analysis of one of the most extensive efforts to introduce educational innovation to community colleges in the state of Texas: this was the introduction of individualized instruction. More than half of the community colleges in Texas participated more than four years ago in specially tailored training efforts to provide instructors with the necessary skills to individualize their course offerings.

One of the two major thrusts of the study will be to follow-up vocational technical instructors who participated in that training experience in order to ascertain the extent to which individualized instruction is currently incorporated in their teaching efforts. Individual instructor innovation and institutional variables will be examined in an effort to determine factors seen as accounting for the current status of teaching methodologies employed.

The second major thrust of the research will be an effort to successfully install an educational innovation within a target community college through the use of experimental procedures considered promising by the investigators. These procedures will involve primarily the formation and use of an Action Research Team, a Diagnostic Review of the institution and examination of the leadership styles of relevant administrative personnel. If successful, it is hoped that these procedures may serve as a prototype for use by community college and other post-secondary institutions in the installation of educational innovations.

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 21 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES